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ABSTRACT

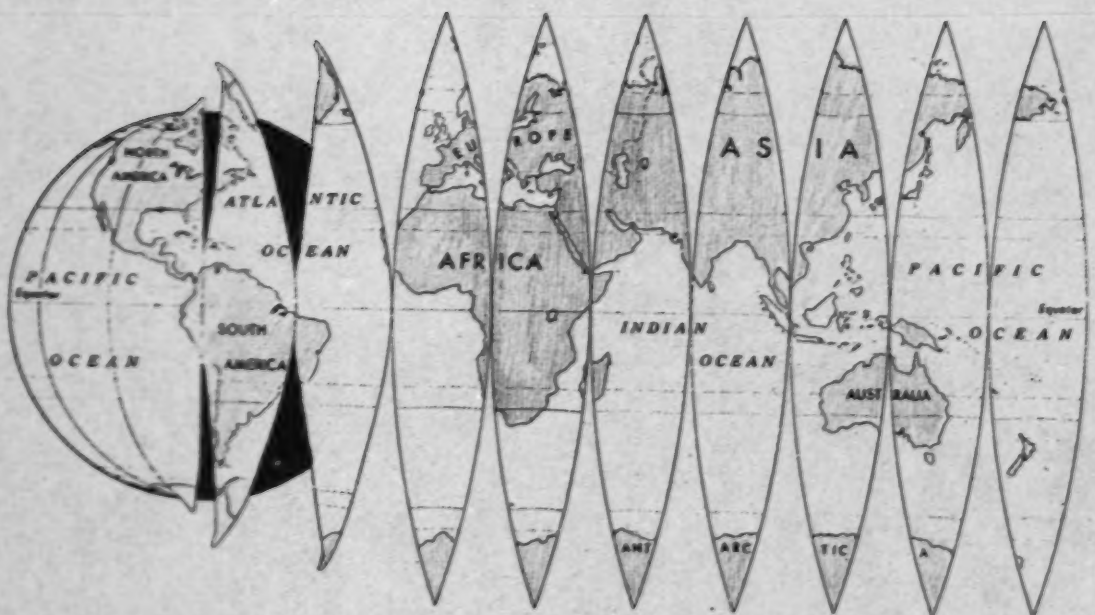
GRADES OR AGES: 10th, 11th, and 12th grades. SUBJECT MATTER: Social Studies. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is divided into three color-coded sections corresponding to each grade level. Introductory material for each section includes objectives of the course, concepts based upon course objectives, and an orientation to the program. Material for each section is developed for students with learning difficulties. Orientation material precedes each section. Each unit of study is divided into problem, activities, and materials. OBJECTIVES AND ACTIVITIES: Objectives are listed for each section under objectives of the Course. Activities are briefly suggested for each unit. INSTRUCTIONAL MATERIALS: Records, films, filmstrips, transparencies, and books are listed in each unit under Materials. STUDENT ASSESSMENT: No provision is made for evaluation. (MJM)

ED 075442

A program for students with •learning difficulties•

SOCIAL STUDIES

•Ten, Eleven, and Twelve•



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BLOOMINGTON PUBLIC SCHOOLS
PRELIMINARY EDITION 6-69

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PREFACE

This guide is the result of planning and writing by Mr. Robert Boeser, Mr. Jake Lynch, and Mr. Robert Timpte during the school year 1968-1969. Mr. Boeser has taught the tenth and eleventh grade classes for students with learning difficulties for several years and Mr. Lynch will be teaching the twelfth grade classes in 1969-1970. Other people whose planning and assistance should be acknowledged in planning the new program are Mr. Richard Coombs, Mr. Lloyd Peterson, and the librarians at Lincoln High School.

TABLE OF CONTENTS

Page

Preface iii

Introduction and Statement of Philosophy vii

Suggested Criteria for Placement in Social Studies Learning Difficulties Classes viii

Grouping Placement Form - Senior High School Social Studies Students ix

Techniques for Evaluating Objectives xi

GRADE TEN PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES
+++Goldenrod Section+++

Objectives of the Course. 10-3

Concepts Based Upon Course Objectives 10-5

Orientation to the Program 10-7

UNIT I - Political Leadership in America . . . 10-9

UNIT II - Development of the American Economic System. 10-17

UNIT III - Reform in America 10-25

UNIT IV - The Change of America From an Agricultural To an Urban Society 10-33

UNIT V - Minority Groups in America 10-41

UNIT VI - American Values and the Supreme Court . 10-51

UNIT VII - Conservation Then and Now 10-57

UNIT VIII - Causes of War 10-61

GRADE ELEVEN PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES
+++Green Section+++

Objectives of the Course. 11-3

Concepts Based Upon Course Objectives 11-5

UNIT I - Orientation to the Year's Work. 11-7

UNIT II - Europe and the Middle East 11-11

UNIT III - Africa 11-45

UNIT IV - Asia 11-55

UNIT V - Latin America 11-67

GRADE TWELVE PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES
+++Buff Section+++

Objectives of the Course 12-3

Concepts Based Upon Course Objectives 12-5

Orientation to the Program. 12-7

UNIT I - Occupations 12-9

UNIT II - Economics and the Consumer 12-37

UNIT III - American Values and Current World Issues . 12-59

UNIT IV - Problems of Minority Groups 12-67

UNIT V - Family Life 12-75

UNIT VI - The Good Life 12-79

INTRODUCTION AND STATEMENT OF PHILOSOPHY

In developing a plan for a new program for students with learning difficulties for grades 10, 11, and 12, the Lincoln High School "problems" approach to American History provided a springboard for development.

It was felt that students in these classes would consider contemporary problems more relevant than the traditional chronological history and that the problems approach with its reliance upon the use of multi-media would adapt to the needs of these students if some modifications were made in objectives and printed materials identified for study.

The basic approach to the study of these problems as taught in grades 10 and 11 will be to identify problems in contemporary society, study them, trace their development through history and then recapitulate in terms of the present situation.

SUGGESTED CRITERIA FOR PLACEMENT IN SOCIAL STUDIES LEARNING DIFFICULTIES CLASSES

Characteristics of Students with Learning Difficulties:

Student -

- Has deficiencies in reading, writing, speaking, and other skills.
- Has feelings of insecurity and inferiority from repeated failure.
- Is unable to keep up with regular class and gives up easily.
- Is below average in scholastic ability and achievement and has difficulties.
- Needs the individual help and attention in small classes that improves cooperation and benefits the student.

Characteristics of Students Not Recommended for Placement in Learning Difficulties Classes:

Student -

- Has a severe discipline problem.
- Is an underachiever.

BLOOMINGTON PUBLIC SCHOOLS
Grouping Placement Form
Senior High School Social Studies Students

Student: _____ Date: _____

9th Grade Teacher	10th Grade Teacher	11th Grade Teacher

This portion to be completed by teacher. Circle appropriate choice.

I. Teacher judgment for placement should be used in grouping students. Two kinds of criteria should be considered. Code: (1) indicates Skills Social Studies (2, 3, 4)indicate Regular Social Studies (5) indicates High Achiever Social Studies.

	9	10	11
A. Student classroom performance in terms of skills, achievement, and grades.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B. Student attidudes, citizenship, and health as factors for consideration.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Estimated year end grade	A B C D F	A B C D F	A B C D F

Special conference desired: _____ Requested by: teacher_____ counselor _____

This portion to be completed by clerical staff.

II. Recommended testing criteria for grouping students in senior high school Social Studies. (Be sure to use local district norms.)

A. Differential Aptitude Tests Circle one number. 5 is the upper 20 per cent.			
Verbal reasoning		1 2 3 4 5	
Numerical aptitude		1 2 3 4 5	
Verbal-numerical		1 2 3 4 5	
Abstract reasoning		1 2 3 4 5	
B. Iowa Test of Education Development			
Background-Social Studies	1 2 3 4 5		1 2 3 4 5
Reading-Social Studies	1 2 3 4 5		1 2 3 4 5
Composite	1 2 3 4 5		1 2 3 4 5
C. IQ Tests (Use Stanford-Binet if given. Code: 1 = 85-100 2 =101-110 3 =111-119 4 =120-129 5 = 130+		1 2 3 4 5	

	9	10	11
D. Social Studies Average Grades			
Code: 1 = P-F Grade 7		1 2 3 4 5	
2 = D Grade 8		1 2 3 4 5	
3 = C Grade 9		1 2 3 4 5	
4 = B Grade 10		1 2 3 4 5	
5 = A Grade 11		1 2 3 4 5	
RECOMMENDED GROUPING			
9th grade for grade 10		1 2 3 4 5	
10th grade for grade 11		1 2 3 4 5	
11th grade for grade 12		1 2 3 4 5	

TECHNIQUES FOR EVALUATING OBJECTIVES

Evaluation of the objectives of this project is a valuable and essential part of the learning process. It provides the open-endedness to learning which is so essential. By using evaluation the teacher helps the individual and the group assess their acquired skills and learnings but immediately applies these assessments to new and more complex learnings.

The scope of evaluation is wide and may be applied to the individual, the group, the process, or the total program. Because it is difficult to isolate any of these, it would seem that the evaluation should be concerned with all of the involved inter-relationships.

Techniques that we will use to measure the assimilation of skills and abilities and affective objectives by the students will be the following:

A. Student Self-evaluation

Students will constantly be evaluating and re-evaluating the validity of their conclusions.

Periodically the group should be given the opportunity to discuss the manner in which they handle the discussion of a problem. The central topic should be how can we improve our discussion techniques individually and as a group? It would seem that an informal atmosphere in this session is necessary to encourage a free discussion. It is conceivable in a session like this that some criticism might be directed at the teacher as to how he handles the group sessions.

B. Teacher-Student Conference

During the conference the teacher would use this opportunity to give personal attention to the student and his progress.

This time could also be used for a short discussion of his participation in the program.

The conference also presents an opportunity for the teacher to assess attitudes and changing attitudes from the conversation of the student. This conference presents an opportunity to assess the effect of the stated objectives of the units on the student.

C. Teacher Observation and Evaluation

The alert teacher will seize the opportunity afforded to observe and evaluate the continual growth of the student and the group toward mastery of the objectives of the course. Any information about individuals within the group that the teacher gains in this manner can be discussed with the student at an opportune moment or at the time of the student-teacher conference.

Through observation, evaluation will focus upon subjective factors inherent in the program.

D. Teacher-made Tests

Tests used within this course of study will be varied in character. The tests will be designed to cause the student to recall general principles and concepts rather than isolated, seemingly non-related facts.

Tests will evaluate skills, attitudes and knowledge.

E. Standardized Tests

The standardized tests given during the senior high school years should be relied upon as important instruments in evaluating the social studies program.

Iowa Tests of Educational Development are given at the beginning of the ninth grade.

An area of great concern should be the use of attitudinal tests and attempts will be made to identify and administer these.

PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES

SOCIAL STUDIES 10

OBJECTIVES OF THE COURSE

Stated in problem form.

UNIT I - POLITICAL LEADERSHIP IN AMERICA

Will the two-party system be able to meet the problems of American society today?

What makes a political leader?

What do we mean when we speak of extremist groups in our two-party system today?

UNIT II - DEVELOPMENT OF THE AMERICAN ECONOMIC SYSTEM

What is American capitalism?

How did our industrial system develop?

How did American industry become a giant?

What is mass consumption and how is it important to us?

UNIT III - REFORM IN AMERICA

What is the meaning of reform?

In what areas of American life is reform needed today?

What were examples of reforms' needed in our nation's history?

Why did the growth of cities and industry cause society to insist on further reform?

Why are there ups and downs in our enthusiasm for reform?

What was the Great Depression?

What are the areas of conflict and tensions which may require reform today?

UNIT IV - THE CHANGE OF AMERICA FROM A AGRICULTURAL TO AN URBAN SOCIETY

Which America do you know, rural or urban?

Is the TV west the real west?

What are the problems that exist among rural, urban, and suburban areas?

UNIT V - MINORITY GROUPS IN AMERICA

What is a minority group?

How has religious freedom been important in American history?

What causes prejudice and discrimination by the existing majority?

How successfully have minority groups reacted to prejudice and discrimination?

Why have we failed to take the American Indian fully into our society?

Why has the Black American been cast out from full participation in our society?

What has made possible Black America's revolution?

Where do we go from here?

UNIT VI - AMERICAN VALUES AND THE SUPREME COURT

Why is the Supreme Court criticized so much today?

How did the early Supreme Court develop?

What is meant by property rights and human rights?

How does the Supreme Court relate to the Presidents in time of war?

UNIT VII - CONSERVATION THEN AND NOW

Are we becoming a have-not nation?

In what ways have the American people failed to preserve our natural resources?

Have we made any progress in conservation?

UNIT VIII - CAUSES OF WAR

Where will the Cold War lead us?

Can the United States as a wealthy nation keep its security in a world of poverty?

Can we discover the causes of war?

CONCEPTS BASED UPON THE COURSE OBJECTIVES

UNIT I - POLITICAL LEADERSHIP IN AMERICA

A. Two-party system

B. Political leadership

C. Extremism

UNIT II - THE DEVELOPMENT OF THE AMERICAN ECONOMIC SYSTEM

A. Capitalism

B. Industrialism

C. Industrial growth

D. Mass consumption

UNIT III - REFORM IN AMERICA

A. Reform

B. Historical reform

C. Depression

D. Conflict and tension

UNIT IV - THE CHANGE OF AMERICA FROM AN AGRICULTURAL TO AN URBAN SOCIETY

A. Rural

B. Urban

C. Tension

UNIT V - MINORITY GROUPS IN AMERICA

A. Minority groups

B. Religious freedom

C. Prejudice and Discrimination

D. Segregation vs. integration

E. Revolution

UNIT VI - AMERICAN VALUES AND THE SUPREME COURT

A. Conflict

B. Constitutional development

C. Property rights

D. Human rights

E. Crisis

UNIT VII - CONSERVATION THEN AND NOW

A. Conservation

B. Wealthy vs. Poverty stricken nations

C. Progress

UNIT VIII - THE CAUSES OF WAR

A. Cold War

B. Security

C. Causation

ORIENTATION TO THE PROGRAM

Days 1 and 2:

Meeting with individual teacher.
Description of the program

Orientation - Introduction to family history project.

Student objectives - Family History Project

To have the students more completely understand themselves.

To have students appreciate what others have done to pave the way for them.

To have students become personally involved in the story of the American nation through their family history.

To have the student obtain personal and family history information.

PROJECT: Family History

INFORMATION DESIRED: Student's family background

1. What country immigrated from
2. When
3. Why
4. Occupation
5. When to Minnesota
6. Occupation
7. When to Bloomington
8. Why
9. What effect historical events had on family history

TEACHER MATERIALS: Guides to geneaological research methods

Handy Book for Genealogists. Everton Publishing, Logan, Utah 84321. $4.25

The How Book for Genealogists. Everton Publishing, Logan, Utah. 84321. $2.00

POSSIBLE SOURCES OF STUDENT INFORMATION

(Sources 1, 2, 3, 4 - Minnesota Historical Society)

1. Minneapolis City Directories of 1879..1894 - City Library
2. Bloomington Historical Society
3. Newspapers of Minnesota Historical Society - birthdates, obituaries.
4. Church parishes - esp. Catholic - birth, confirmation, marriage, death.
5. Family Bibles
6. Family histories or genealogy
7. Relatives

UNIT I

POLITICAL LEADERSHIP IN AMERICA

UNIT I POLITICAL LEADERSHIP IN THE UNITED STATES

Problem: Will the two-party system be able to meet the problems of American society today?

Activities

1. Orientation and discussion of the problem.
2. Read current articles on the two party system.
3. Use tape by Everett Dirkson on the two party system. (I.M.C.)
4. Discuss tape.

Materials

Record: 7.841 Da Politics and Poker (Campaign songs)

Books:	329 Bo	Botter, David	Politicians and What They Do
	329 Bu	Burns, James	Deadlock of Democracy
	329 Ho	Hoyt, Edwin	Jumbos and Jackasses
	329 Ma	Martin, Ralph	Ballots and Bandwagons
	320.973	Smith, Edward	Dictionary of American Politics

Problem: What makes a political leader?

Activities

Orientation -

"Our Presidents, a Rating by 75 Historians"

Discussion of rating of the Presidents.

Record: 9.739 If If I'm Elected

Books:	353.03 Am	American Heritage	The Presidency
	353.03 Bi	Binkley, Wilfred	Man in the White House
	320 Br	Bradley, Duane	Electing a President
	329 Ea	Eaton, Herbert	Presidential Timber
	353.03 Fi	Fincher, Ernest	President of the U.S.
	353.03 Re	Reinfeld, Fred	Biggest Job in the World
	353.03 Ro	Rossiter, Clinton	The American Presidency

Topic: Rise of the American System

Read in Abramowitz Unit III, Lessons 1-4
Unit VII, Lessons 1-24

Discussion of Hamilton versus Jefferson.

Materials

Text: American History Study Lessons, Abramowitz, 1963
Bragdon and McCutcheon, 1967.

Duplicated Resources: 1. Our Presidents: A Rating by 75 Historians
2. Jeffersonians versus Hamiltonians

Records: 9.734 Am The Invention of the Presidency
9.7392 "Mr. President" from FDR to Eisenhower

Books:			
	329.002 Ma	McDowell, Charles	Campaign Fever
	324.2 Pa	Palsby, Nelson	Presidential Elections, 1964
	324 Ro	Roseboom, Eugene	History of Presidential Elections
	324.2 We	Weingast, David	We Elect a President

Audiovisual Transparencies: "Our Federal System"
"Federalists vs. Republicans," No. 27

Topic: Development of two-party system
Third parties
Bossism
Pressure groups
Reformers
Agitators

Orientation to and discussion of sub-topics given above.

Cartoon collections

How to be a lobbyist - Lobbying kit

Materials

Text: Abramowitz Unit IV, Lesson 3
Unit IX, Lesson 2

Duplicated Resources: Boss Tweed's Dynasty

Library Resources:

Books:			
	329 Bl	Block, Herbert	Straight Herblock
	974.71 Ca	Callow, Alexander	The Tweed Ring
	320.52 Go	Goldwater, Barry	The Conscience of a Conservative
	329.8 He	Hesseltine, Wm.	Rise and Fall of Third Parties
	329.8 He	Hesseltine, Wm.	Third Party Movements
	329 Le	Lewin, Leonard	A Treasury of American Political Humor
	329 Ma	Martin, Ralph	The Bosses
	329.8 Na	Nash, Howard	Third Parties in American Politics
	329 Or	Orth, Samuel	The Boss and the Machine
	329.02 Po	Porter, Kirk	National Party Platforms - 1890-1964
	320.51 Sc	Schapiro, J.S.	Liberalism
	329 St	Steffens, Lincoln	The Shame of the Cities

Audiovisual Transparencies: "Evolution of Major Parties"
"Political Cartoons" - Thomas Nast

Problem: What do we mean when we speak of extremist groups in our two-party system today?

Understanding of extremist groups through examples.

Note: Use of transparency - Extremism

Film: "Robert Welch"

Speakers: Social Labor Party, New Left (Students for a Democratic Society), Peace and Freedom Party, Wallace group, Birch Society.

Discussion of other extremist groups
- Neo-Nazis
- George Wallace
- Right-wing Republicans
- New Politics - Kennedy, McCarthy
- New Left

Discussion of extremism

Materials

Duplicated Resources: Campaign literature

Record: 9.7392 Wi Witness Highlights of Congressional Investigations

Books:	329.005 Al	Alexander, Charles	The Ku Klux Klan in the Southwest
	329.006 Br	Broyles, J. Allen	The John Birch Society
	329.006 Ch	Chalmers, David	Hooded Americanism
	329.006	Epstein, Benjamin	Report on the John Birch Society
	341.6 Fi	Finn, James	Protest, Pacificism and Politics
	329.006 Fo	Forster, Arnold	Danger on the Right
	322.4 Ja	Jacobs, Paul	The New Radicals
	329.006 Ja	Janson, Donald	The Far Right
	329.006 Le	Lens, Sidney	Radicalism in America
	329.006 Lu	Luce, Philip	The New Left
	329.001 Ov	Overstreet, Harry	The Strange Tactics of Extremism
	335.4 Wa	Warren, Frank A.	Liberals and Communism

Audiovisual Transparency: Extremism, No. 28

DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT I

	Page
Our Presidents: A Rating By 75 Historians	9
Jeffersonians versus Hamiltonians	16
Boss Tweed's Dynasty	25
Transparency - The Federal System	29
Transparency - Evolution of Major Parties	31

Note: See the resources identified above in the guide "A Problems Approach to American History"

UNIT II

DEVELOPMENT OF AMERICAN ECONOMIC SYSTEM

UNIT II DEVELOPMENT OF AMERICAN ECONOMIC SYSTEM

Problem: What is American Capitalism?

Orientation: Size of American Industry.

Materials

Books:	330.073 Da	Davenport, John	The U.S. Economy
	330.15 Fr	Friedman, Milton	Capitalism and Freedom
	330.15 Sh	Sheldon, Kenneth	Capitalism; Way of Freedom
	330.15 Sp	Spence, Clark	The Sinews of American Capitalism

Audiovisual Transparencies: "Building a Business Empire"
"Business Mergers Since 1955"
"Control of Top Four Firms"

Topic: You and the Industrial System

Short essay, "Areas in your life where you can express your personality."

Discussion of essays.

Discussion of socialists, military, company influences.

Materials

Text: Abramowitz, Unit IV, Lesson 1
Unit VI, Lesson 6

Record: 9.738 Cr Cross of Gold; the Philosophy of Rugged Individualism

Books:	330.973 Ch	Chamberlain, John	The Enterprising Americans
	917.3 Go	Golden, Harry	For 2¢ Plain
	917.3 Kl	Klaap, Orrin	Heroes, Villains and Fools
	917.3 Me	Mead, Margaret	And Keep Your Powder Dry
	338 Pa	Paradis, Adrian	Americans at Work
	338.973 Pa	Paradis, Adrian	Business in Action

Problem: How did our Industrial System develop?

Household industries, Rural society, Immigrants, Pre-industrial society, Industrial revolution.

Orientation: What was necessary for our industrial system to grow?
Note: Use transparencies - "Industrialism: The Key to Understanding Modern America"
"Five Stages of Economic Growth"
"Forces Leading to Industrialism"

Discussion of topic.
Preparation of bulletin board and displays of materials contributing to industrial growth.

Evaluation of material displayed.

Record: 9.73 Li The Age of Steel and Steam, Rec. 7

Books:	338.09 Bo	Boeckman, Charles	Our Regional Industries
	330.973 Co	Cochran, Thomas	Basic History of American Business
	338.973 Co	Cooke, David	Marvels of American Industry
	338.09 De	Deane, Phyllis	The First Industrial Revolution
	338 Ga	Gabriel, Ralph	Toilers of Land and Sea
	338 Ke	Keir, Robert	The Epic of Industry
	380 Ke	Keir, Robert	The March of Commerce
	917.3 Ne	Nevins, Allan	Emergence of Modern America
	338.4 Ra	Rae, J.	The American Automobile

Problem: How did American Industry become a giant?

Topics:
1. Influence of the Civil War
2. Railroads and the Westward Movement
3. Immigrants and the resource base
4. Role of the government
5. Corporate structure

Orientation: Problems related to the growth of American industry.

Discussion of Abramowitz

Short reports on famous immigrants and their contributions

Discussion of reports

Text: Abramowitz, Unit VI, Lessons 3,4,7,8,13,14

Materials

Records:	9.738 La	Building the First Transcontinental Railroad
	7.844 Se	Tipple, Loom and Rail; Songs of Industrialization of the South

Books:	658.3 Be	Bethel, Lawrence	Industrial Organization
	658 Cr	Craf, John	Introduction to Business
	338.4 Du	Dupont Co.	Dupont
	658 Du	Durand, Robert	Business, Its Organization
	912 G73	Grodinsky, J.	Jay Gould, His Business Career
	330.973 Hi	Hill, James	Highways of Progress
	385.09 Ho	Holbrook, S.	The Golden Age of Railroads
	385 Ho	Howard, Robert	The Great Iron Trail
	338.8 Jo		John D. Rockefeller
	385.09 Jo	Johnson, Enid	Rails Across the Continent
	385.09 Ma	McCague, James	Moguls and Iron Men
	385.1 Mo	Moody, John	Railroad Builders
	385.09 Na	Nathan, Adele	Building the First Trans-continental Railroad
	385.1 Va	Van Metre	Trains, Tracks and Travel

Audiovisual Transparencies: "Land Grants to Railroads", no. 54
"Immigration 1820-1960", no. 55
"Horizontal and Vertical Consolidation"
"U.S. Tariff History 1789-1950", no. 59

See IMC kit on national immigrant groups

Filmstrips

Problem: What is mass consumption and how is it important to us?

Topics:
1. Define - Mass consumption
2. High standard of living
3. Mass consumption and waste
4. Wealth vs. poverty
5. Role of government in mass consumption
6. Advertising

Orientation:

Definition: Mass consumption
High standard of living

Have students bring in ads that encourage mass consumption as related to a high standard of living.

Speaker: Poverty in the United States
Pictures and slides - Poverty
TV series on Hunger

Discussion of poverty in the U.S.

Collection of labels illustrating how packaging is used to encourage sales and the need for the consumer to be informed.

Show film on installment buying.

Have students pick a product and check on it in "Consumer Report".

Materials

Selections from The Jungle.

Filmstrips: "Reconstruction and Economic Development" B43

Duplicated resources: The Hard Core Unemployed

Books:	339.46 Ba	Bagdikian, Ben	In the Midst of Plenty
	659.12 Ca	Campbell, H.	Why Did They Name It.....?
	339.46 Du	Dunne, George	Poverty in Plenty
	339.4 Go	Gordon, Leland	Economics for Consumers
	339.46 Fe	Ferman, L.	Poverty in America
	339.46 Ha	Harrington, M.	The Other America
	339.46 Hu	Humphrey, H.	War on Poverty
	301.246 Hu	Hunter, David	Slums: Challenge and Response
	339.4 Ju	Juster, E. T.	Consumer Expectations
	301.176 Kl	Klein, Woody	Let in the Sun
	659.1 Me	Merriam, Eve	Figleaf, the Business of Fashion
	659.1 Pa	Packard, Vance	The Hidden Persuaders
	339.4 Pa	Packard, V.	The Waste Makers
	659.1 Se	Seldin, J.	The Golden Fleece
	339.46 Si	Simon, A.	Faces of Poverty

TRANSPARENCIES

FOR

UNIT II

Note: See the transparencies identified below in the guide "A Problems Approach to American History" on Page

Building a Business Empire	43
Business Mergers since 1955	45
Control of Top Four Firms	47
Horizontal Consolidation - 1880	55
Vertical Consolidation - 1890	57
Forces Leading to Industrialism	59

UNIT III

REFORM IN AMERICA

UNIT III REFORM IN AMERICA

Problem: What is the meaning of reform?

Activities

Orientation:

Show film "Harvest of Shame"

Let students discover areas of American life in need of reform today.

Note: The following are possible areas students might mention:

Poverty and hunger
Urban redevelopment
Mental and penal
Police, courts, law
Taxation
Draft system
Meat inspection

Have students choose an area of needed reform and do individual research.

Discussion to reach conclusions regarding the need for reform in the United States today.

Record:	9.173 Ju	Judd, Walter	What You Can Do For America
Books:	301.36 An	Anderson, Martin	The Federal Bulldozer
	363.2 As	Asch, Sidney	Police Authority and Rights of the Individual
	301.36 Ec	Eckhardt, Wolf	The Challenge of Megalopolis
	355.2 Ev	Evers, Alf	Selective Service
	351.74 Fl	Floherty, John	Troopers All
	323 Fo	Fortune	Exploding Metropolis
	350.76 Gr	Gray, Ed	The Big Blue Line
	355 Ha	Harwood, Michael	Students Guide to Military Service
	614.7 He	Herber, Lewis	Crisis in Our Cities
	301.3 Is	Isenberg, Irwin	City in Crisis
	355.225 Ma	MacClosky, M.	You and the Draft
	309.26 Sc	Scientific Amer.	Cities
	364.13 Sm	Smith, Ralph	The Tarnished Badge
	355.2 Wa	Walton, George	Let's End the Draft Mess
	301.36 We	Weaver, Robert	The Urban Complex

Problem: What were examples of reforms needed in our nation's history?

Topics:
1. Jackson and politics
2. Social reform - Abolition movement mentioned
3. Economic reform - the Bank

Reading assignments on Andrew Jackson - See below

Discussion of the extension of voting, nominating conventions, spoils system, expansion of the executive office.

Discussion of social reforms of the Jacksonian Period

Materials

Text: Abramowitz, Unit III, Lesson 16.

Duplicated resources: Basic, Jacksonian Revolution
Jacksonian Democracy

Books: 973.5 Ja	Jackson versus Biddle	
973.56 Me	Meyers, Martin	The Jacksonian Persuasion
973.5 Og	Ogg, Frederic	Reign of Andrew Jackson
973.5 Re	Remini, Robert	Andrew Jackson
973.5 Sc	Schlesinger, A.	The Age of Jackson
973.56 Va	Vandeusen, Glyndon	The Jacksonian Era

Problem: Why did the growth of cities and industry cause society to insist upon further reform?

Topics: Reactions to industrialism (up to World War I):
1. Rural
2. Laborer (unions)
3. Immigrants
4. Muckrakers (middle class)
5. Political reform

Activities

Orientation:

The rural reaction to industrialism - "Olaf Olson" case study.

Discussion of the farmer's problems

Discussion of the workers' and immigrants' reactions to industrialism.

Read about the farmer, laborer, and muckrakers in Abramowitz.

Materials

Text: Abramowitz - Unit VI, Lesson 13
- Unit VII, Lessons 8,9

Selections from The Jungle and Main Traveled Roads.

Topic: The 1920's

Activities

Show film "The Golden Twenties"

Read in Abramowitz.

Discussion of the film and readings in terms of the 1920's being a reaction against reform?

Style show and dance marathon by the students.

Materials

Audiovisual film: "The Golden Twenties" - I.M.C.

Records: 7.854 En Jazz of the Twenties
9.73 Li Life. The Growing Years

Books: 973.91 Al	Allen, Frederick	Only Yesterday
973.914 Da	Daniels, J.	The Time Between the Wars
973.91 Go	Goldman, Eric	Rendezvous with Destiny
973.91 Gr	Graham, Otis	An Encore for Reform
973.91 Sa	Sann, Paul	The Lawless Decade

Problem: What was the Great Depression?

Topics: 1. Depression
2. New Deal - The American Way or Creeping Socialism

Activities

Consult with parents, grandparents, or other relatives on events or incidents that they recall regarding "The Great Depression"

Discussion based on interviews above.

Definition of depression through pictorial representation.
(Use of transparencies)

Assign readings in Abramowitz on the depression

Discussion - The New Deal

Materials

Text: Abramowitz - Unit VI, Lessons 10,11,12.

Duplicated resources: Selections from The Grapes of Wrath
Cause of the Depression 1929-1940
Comparison - Progressionism and the New Deal
Social Security - 1963

Books:	973.91 Al	Allen, Frederick	Since Yesterday
	973.91 Be	Bendiner, Robert	Just Around the Corner
	973.916 Ga	Galbraith, John	The Great Crash, 1929
	973.916 Ho	Hoyt, Edwin	The Tempering Years
	973.917 Pe	Perkins, Dexter	New Age of Franklin D. Roosevelt
	973.916 Ro	Romasco, Albert	The Poverty of Abundance
	973.9 Sh	Shachtman, Max	As We Saw the Thirties
	973.917 Sh	Shover, John	Cornbelt Rebellion
	973.91 We	Wecter, Dixon	The Age of the Great Depression
	338.54 We	Werstein, Irving	A Nation Fights Back
	973.917 Wo	Woofter, T. J.	Seven Lean Years

Problem: What are the areas of conflict and tensions which may require reform today?

Activities

Orientation:

Discussion based upon the problem given above.

Materials

Magazine or newspaper articles on present day problems

Books:	614.3 An	Anslinger, Harry	Traffic in Narcotics
	813.09 Do	Dooley, D. J.	The Art of Sinclair Lewis
	340 Fa	Farmer, Robert	The Rights of the Mentally Ill
	362.29 Je	Jeffe, Saul	Narcotics-An American Plan
	616.863 Li	Lindesmith, A.	The Addict and the Law
	368.4 Mi	Mitchell, William	Social Security in America
	368.4 Sc	Schotland, Chas.	The Social Security Program in the United States
	616.963 Sc	Schur, Edwin M.	Narcotic Addiction
	339.41 Th	Theobald, Robert	The Guaranteed Income

DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT III

Note: See the resources identified below in the guide "A Problems Approach to American History"

	Page
Jacksonian Revolution	71
Jacksonian Democracy	73
Farm Problem	76
The Chicago Haymarket Riot of 1886: How Free is Freedom of Speech and Assembly	86
Causes of the Depression 1929-1940	105
The Socialist Party Platform - 1932	107
Progressivism - The New Deal	126
Social Security - 1963	129
Transparencies	
- New Protections Needed	133
- That Guy Nader Makes Me Sick	135
- Growth of Unions	139
- The Scene of the Haymarket Riot (1900-1950)	141
- Proclamation to the People of Chicago	143
- Attention Workingmen!	145
- Death's Laboratory	149
- Cheney Medicine Company	151
- The Downward Spiral of Deflation	161

UNIT IV

THE CHANGE OF AMERICA FROM AN AGRICULTURAL TO AN URBAN SOCIETY

UNIT IV THE CHANGE OF AMERICA FROM AN AGRICULTURAL TO AN URBAN SOCIETY

Problem: Which America do you know, rural or urban?

Activities

Presentation based upon picture contrast - past, present and future

Reaction to pictorial presentation on rural and urban America- past, present and future.

Materials

Books:	973.8$\tilde{7}$ Gi	Ginger, Ray	Altgeld's America
	917.3 La	Langdon, William	Everyday Things in American Life, 1776-1876
	917.3 Le	Leighton, Isabel	The Aspirin Age
	973.39 Lo	Lord, Walter	The Good Years
	917.3 St	Stewart, George	American Ways of Life
	917.3 Wh	Wheeler, Thomas	A Vanishing America

Problem: Is the Television West the Real West?

Topics:
1. The Early West - mountain men
2. The miners
3. The cattlemen
4. The farmer

Activities

Readings on the mountain men - The Early West, the miners, the cattlemen, the farmer - Note Landmark series

Show the Gary Cooper film "The Real West"

Reaction to the film

Materials

Text: Abramowitz

Paperbacks:
The Oregon Trail
Main Traveled Roads
This is the West
The Great Plains
The Cattle Kingdom
Lord Grizzly
Giants in the Earth

Duplicated resources:

The Mining Frontier of the Trans-Mississippi West
Life in a Mining Camp

Letters - Pioneer Tales
The Cattle Kingdom

Audiovisual slides: "Harvey Dunn"

Records:

9.78 Ba		The Badmen
7.844 Ch		Christy Minstrels. Land of Giants
9.78 Am		Historic Music of the Great West
9.73 Li	Rec. 4	The Sweep Westward

Books:

978 Ab	Abell, Elizabeth	Westward, Westward, Westward
978 Ad	Adams, Samuel	The Santa Fe Trail
978 Al	Allen, James B.	The Company Town in the American West
978 Am	American Heritage	Westward on the Oregon Trail
979 Da	Daugherty, James	Traders and Trappers of the Far West
978 Do	Dobie, J. Frank	The Longhorns
978 Do	Dobie, J. Frank	Up the Trail from Texas
978 Du	Durham, Philip	The Negro Cowboys
978.6 Hu	Hutchens, John K.	One Man's Montana
979.4 Mc	McNeer, May	The California Gold Rush
978 Re	Remington, Frederick	Frederick Remington's Own West
978 St	Stewart, George	To California by Covered Wagon
978 Tr	True West	Best of the True West
979.4 We	Wellman, Paul	Gold in California
978 We	Westermeier, C.	Trailing the Cowboy

Problem: What are the problems that exist among rural, urban and suburban areas?

Topics:
1. Rural values
2. Political influence of the rural areas
3. Suburban escape
4. The Inner City - its decline?

Activities

Possible speaker - State Legislator from Bloomington to discuss rural influences in the state legislature.

Discussion based upon evidences of rural influences on the state legislature - materials to be collected in advance.

Assigned reading - series of articles from the Minneapolis Star on suburban escape.

Discussion of Minneapolis Star articles.

Speaker on the inner city - contact Planning Commissions, etc.

Use of pictures and slides.

Possible field trip - tour of Minneapolis.

Materials

Series of articles from the Minneapolis Star - Urban escape

Books:	301.36 Ab	Abrams, Charles	The City is the Frontier
	301.36 Gr	Green, Constance	The Rise of Urban America
	301.13 Is	Isenberg, Irwin	The City in Crisis
	301.35 Vo	Vogt, Evon	Modern Homesteaders
	301.3 Wy	Wyden, Peter	Suburbia's Coddled Kids

DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT IV

Note: See the resources identified below in the guide "A Problems Approach to American History"

	Page
Along the Oregon Trail	175
Letters - Pioneer Tales	178
The Mining Frontier of the Trans-Mississippi West	185
Life in a Mining Camp	193
The Cattle Kingdom	194
Future Suburbs, "Fringe Feels Metro Growth"	196
Miniburbs, Fringe Suburbs - Size Causes Problems	199
"Stuck at Home," "Many Ghetto, Suburb Wives Share Boredom	202
Land, Sewers, Roads Dictate Urban Growth	205
Metro Council to Seek "Shaping Power"	208
Transparencies:	
- Frontier - Individualism	213
- Cradle of the Cattle Business	217
- Typical Cattle "Outfit on the Trail"	219
- Cattle Kingdom Origin	221
- Evolution of the Range on the Great Plains	223
- WASPS	225

UNIT V

MINORITY GROUPS IN AMERICA

UNIT V MINORITY GROUPS IN AMERICA

Problem: What is a minority group?

Topics:
1. Definition (prejudice and discrimination)
2. Kinds of minorities
   a. Religious (Mormons, Jews)
   b. Racial, national
   c. Economic
   d. Social (Greenwich Village, Hippies)

Activities

Duplicated Materials:

LG Show film: "The Color of Man"

America and the Diffusion of Cultural Traits

Materials

Books:	301.45 Al	Allport, Gordon	The Nature of Prejudice
	325.73 Ba	Barron, Milton	American Minorities
	325.73 Ba	Baruch, Dorothy	Glass House of Prejudice
	301.45 Ha	Handlin, Oscar	Race and Nationality in America
	301.45 Ja	Javits, Jacob	Discrimination, U.S.A.

Problem: How has religious freedom been important in American history?

Topics:
1. Roman Catholics
2. Mormons
3. Jews
4. Agnostics and atheists

Activities

Presentation on the topics given above.

Outside speaker, if possible.

Discussion of religious freedom in American life.

Possible use of religious literature prejudicial to other religious groups.

Books:	289.8	Andrews, Edward	The People Called Shakers
	290 Fo	Forman, James	Truth is One
	289.3	Kjelgard, James	The Coming of the Mormons
	296 Pe	Pessin, Deborah	History of the Jews in America
	280 Ro	Rosten, Leo	A Guide to the Religions of America

Problem: *What causes prejudice and discrimination by the existing majority?*

Topics:
1. American Indian .
2. Blacks
3. Orientals
4. National minorities

Activities

Have students identify characteristics of minority groups which cause prejudice and discrimination. Cite and discuss examples.

Materials

Books:	301.453 Le	Lee, Calvin	Chinatown, U.S.A.
	301.45 Ma	Marrow, Alfred	Changing Patterns of Prejudice
	177 Po	Powdermaker, Hortense	Probing Our Prejudices
	301.453 Su	Sung, Betty	Mountain of Gold
	301.451 Ti	Tillman, James	Not By Prayer Alone
	325.2 Wa	Warren, Robert P.	Segregation

Problem: *How successfully have minority groups reacted to prejudice and discrimination?*

Topics:
1. American Indian
2. Blacks
3. Orientals
4. National minorities

Activities

Discussion of relative success of various minority groups in adjusting to American life - "Melting Pot" versus "Salad Bowl", economic success versus social acceptance.

Note: Outside speakers (if possible) representing the various groups.

Assign reading, "America and the Diffusion of Cultural Traits"

Write a short report about an acquaintanceship with a member of a minority group.

Materials

Records:	3.0145 Bl	Black Man in America
	3.0145 Hu	Glory of Negro History (Hughes)
	7.828 Du	In White America
	3.014 Nu	Nueva York (Puerto Ricans in New York)
	3.014 Si	The Sit-In Story
	3.014 So	Songs of the Selma-Montgomery March
	3.014 We	We Shall Overcome

Books:	301.451 Br	Brink, W.	The Negro Revolution in America
	301.451 Bu	Burns, W. H.	Voices of Negro Protest in America
	301.451 Ca	Carmichael, S.	Black Power
	301.451 Cl	Clark, Kenneth	The Negro Protest
	323.1 Gl	Glazer, Nathan	Beyond the Melting Pot
	301.451 Jo	Johnson, Haynes	Dusk at the Mountain
	325.2 Ra	Rand, Christopher	The Puerto Ricans
	323.4 Un	U.S. Comm. on Civil Rights	Civil Rights '63 Education Voting

Problem: Why have we failed to take the American Indian fully into our society?

Topics:
1. Stone age civilization
2. Frontier influences
3. Reservation idea
4. Changing views?

Activities

Speaker from the American Indian community giving views on the success or failure of the American Indian to be taken into American society.

Possible film: Television series narrated by Walter Brennan from local stations.

Use of picture portfolios as a basis for discussion.

Filmstrip: "How the West was Won" Series B17-19

Materials

Possible case study: The Mankato Massacre. To illustrate the frontier concept - 101 Best Stories of Minnesota by Merle Potter. The Minnesota, by Evan Jones. History of Minnesota by Folwell

Records:	7.844 Lo	As Long as the Grass Shall Grow
	7.8171 In	Indian Music of the Southwest
	7.8171 Mu	Music of American Indians

Books:	970.1 Am	American Heritage	The American Indian
	970.1 Am	American Heritage	Indians of the Plains
	970.1 Ma	Marriott, Alice	The First Comers
	970.1 Ma	Marriott, Alice	Indians of the Four Corners
	970.1 Si	Silverberg, Robert	Home of the Red Man

Problem: *Why has the Black American been cast out from full participation in our society?*

Topics:
1. Slavery
   a. Trade
   b. Institution
2. Abolitionist movement
3. Insurrections and revolts
4. Civil War
5. Reconstruction
6. Failure of reconstruction
7. Jim Crowism
8. "Uncle Tomism"

Activities

Speaker - The black man's answer to the problem - Why has the Black American been cast out from full participation in our society?

Assigned readings about the Negro in America. Note: "Zenith Books."

Discussion of the slave trade and slavery as an institution. Use of transparencies and posters - Slave Auctions, etc.

Discussion - Abolitionist Movement, Insurrections and Revolts

Use of filmstrips B-52, 53, 54

Selections from Uncle Tom's Cabin

Film "Frederick Douglass (Profiles in Courage)"

Discussion of film and readings

Slide presentation, the role of the American Negroes in the Civil War.

Discussion of the Reconstruction Period based upon readings - Selections from Abramowitz.

Student response to questionnaire on white attitudes toward Negroes. The Negro Struggle for Equality in the Twentieth Century, p. 12.

Discussion - Role of the KKK and other "white" societies.

Materials

Text: Abramowitz, Unit IV, Lessons 6, 7, 8.

Duplicated resources:

Afterviews of Reconstruction. Comparative study - Michigan and Arkansas, John Brown's Raid.

Factors for Negro Advancement: Washington vs. DuBois

Audiovisual materials

Filmstrips: "The History of the American Negro" series (McH)
"From Africa to America" B-52
"Slavery in the Young American Republic" B-53
"Slavery in 'A House Divided'" B-54
"The Negro in Civil War and Reconstruction" B-55
"The Negro in the Gilded Age" B-56
"The Negro Faces the 20th Century" B-57
"The Negro Fights for the Four Freedoms" B-58
"The Threshold of Equality" B-59

Pictures (slides): The Slave Trade and Institution of Slavery, Negroes in the Civil War

Books:	323.4 Do	Douglas, W.	Mr. Lincoln and the Negroes
	326.1 Ho	Howard, Warren	American Slaves and the Federal Law
	325.2 Hu	Hughes, Langston	Pictorial History of the Negro in America
	323.1 Ko	Konwitz, Milton R.	Century of Civil Rights
	326.1 Ma	Mannix, Daniel	Black Cargoes
	326 Ru	Ruchames, Louis	The Abolitionists
	301.451 Wo	Woodward, C. Van	The Strange Career of Jim Crow

Problem: What has made possible Black America's revolution?

Topics:
1. World War II
2. Integration of armed services
3. Brown versus Topeka (1954 decision)
4. Agricultural change in the South and northern migration
5. Non-violent movement - boycotts and sit-ins
6. Civil rights legislation
7. Increasing Black militancy - white reaction
8. Increasing violence

Activities

Phonograph record "In White America"

Presentation based upon two photographs?

1. Hitler's Concentration Camp
2. 1919 Lynching and Cremation in Omaha

The problems of a war against racism while we practice racism.

Assigned readings in Abramowitz.

Discussion based upon presentation and assigned readings.

Discussion - Why the Negro movement North?

Use of coordinated tape and slides prepared by Dan Conrad.

Discussion of presentations.

Materials

Books:	301.451 Ba	Baldwin, James	The Fire Next Time
	331.1 Be	Becker, Gary	The Economics of Discrimination
	301.451 Ha	Handlin, Oscar	Fire Bell in the Night
	301.451 Su	Sutherland, E.	Letters from Mississippi
	301.45 Wi	Wilner, Daniel	Human Relations in Interracial Housing

Problem: Where do we go from here?

Activities

Panel of students from the Inner City (Minneapolis).
Where do we go from here?

Short report on the problem - Where do we go from here?

Discussion of reports.

Materials

"Zenith Books"

Audiovisual material: Filmstrip "The Integration Issue" B-123

Books:	301.451 Br	Brink, William	Black and White
	301.173 Gl	Glazer, Nathan	Goals for Americans
	325.2 Go	Gordon, Albert	Jews in Suburbia
	301.451 Gr	Gregory, Dick	From the Back of the Bus
	301.182 He	Heaps, Willard	Riots, U.S.A.
	323.1 Mo	Morgan, C.	A Time to Speak
	325.2 Wh	White, Walter	How Far the Promised Land

DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT V

Note: See the resources identified below in the guide "A Problems Approach to American History."

Page

America and the Diffusion of Cultural Traits
John Brown's Raid
American History - Arkansas and Michigan 1850
Afterviews of Reconstruction
Factors for Negro Advancement: Washington vs. DuBois
Transparency - The Organizational Structure of the Ku Klux Klan

UNIT VI

AMERICAN VALUES AND THE SUPREME COURT

UNIT VI AMERICAN VALUES AND THE SUPREME COURT

Problem: Why is the Supreme Court criticized so much today?

Topics: 1. Recent decisions
   a. Fair trial
   b. Religion
   c. Civil Rights
2. Present situation

Activities

Show film "Criminal Justice". - IMC

Give the test on attitudes toward civil liberties prepared by Civil Liberties Union.

Speaker on the problem with reference to specific cases. Check with Lawyer's Wives of Minnesota, A.C.L.U., Bloomington Police Department, Birch Society.

Assigned readings in Abramowitz.

Films, Encyclopedia Britannica series from IMC - "Gideon Case" "Prince Edward County Case", "Feiner Case"

Discussion of the problem.

Materials

Duplicated resources: Civil Liberties Quiz
Murray vs. Curlett

Books:	347.9 Ac	Acheson, Patricia	The Supreme Court
	347.9 Fo	Federal Bar Assoc.	Equal Justice Under the Law
	347.9 Jo	Johnson, Gerald	The Supreme Court
	347.9 Le	Lewis, Anthony	Gideon's Trumpet
	347.9 Ma	MacCloskey, Robert	American Supreme Court

Problem: How did the early Supreme Court develop?

Topics: John Marshall to the Civil War

Activities

Assigned reading in Abramowitz

Discussion of the readings in terms of the problem

Materials

Text: Abramowitz, Unit III, Lesson 10.

Paperbacks: Selections from the Supreme Court in American Life

Record:	3.479 Su	Supreme Court Cases	
Books:	347.9 Fr	Fribourg, Marjorie	The Supreme Court in American History
	342.73 Ga	Garraty, John	Quarrels That Have Shaped the Constitution
	347.9 Ku	Kunstler, William	The Case for Courage
	342.73 Li	Liston, Robert	Tides of Justice

Problem: What is meant by property rights and human rights?

Activities

Discussion of the problem.

Bulletin board project depicting property rights and human rights.

Materials

Audiovisual materials: The Supreme Court, Justice Under the Law, B-127

Books:	340 Fa	Farmer, Robert	The Rights of the Mentally Ill

Problem: How does the Supreme Court relate to the President in time of war?

Topics:
1. Abraham Lincoln
2. Woodrow Wilson
3. Franklin D. Roosevelt
4. Senator Joseph McCarthy
5. Lyndon B. Johnson

Activities

Examples of the use of presidential powers during times of war. (Lincoln, Wilson, F.D.R.)

Question - Has the Supreme Court protected human rights during times of war?

Discussion of the question.

Materials

Books:	940.547 Bo	Bosworth, Allan	America's Concentration Camps
	301.453 Ki	Kitagawa, D.	Issei and Nisei
	325.2 Th	Thomas, Dorothy	Spoilage (Relocation of Japanese Americans)

DUPLICATED RESOURCES

FOR

UNIT VI

Note: See the resources identified below in the guide "A Problems Approach to American History"

	Page
William J. Murray III and John N. Curlett	273
The Supreme Courts Major Decisions	274

UNIT VII

CONSERVATION THEN AND NOW

UNIT VII CONSERVATION THEN AND NOW

Problem: Are we becoming a "have-not" nation?

Topics:
1. Crisis in Bloomington
2. Crisis in metropolitan area
3. Crisis in Minnesota
4. Crisis in the United States

Activities

Have students bring forth examples of lack of conservation.

Possible speaker - A biologist looks at his community.

Possible field trips to observe what man has done in the name of progress.

Short reports on problems of conservation in Minnesota and the United States - Air pollution, grasslands, recreational resources, chemical pollution, reclamation, nuclear science, population problems.

Materials

Books:	333.7 Da	Dasmann, Raymond	The Last Horizon
	333.91 Pe	Perry, John	Our Polluted World
	333.7 Pi	Pinney, Roy	Vanishing Wildlife

Problem: In what ways have the American people failed to conserve our natural resources?

Topics:
1. Soils
2. Water
3. Timber
4. Minerals
5. Wildlife

Activities

Pamphlet materials: See conservation classes.

Filmstrips on soils
"Saving our Soil" - G-71
"How Long Will It Last" - G-77
"How Man Has Used The Soil" - G-83
"How Man Has Destroyed the Soil" - G-60

Bulletin board depicting examples of and lack of conservation.

Discussion of soil conservation.

Film on water conservation from the Ziegler Company.

UNIT VIII

CAUSES OF WAR

UNIT VIII CAUSES OF WAR

Problem: *Where will the Cold War lead us?*

Topic: The Cold War

Activities

Assigned readings in Abramowitz.

Discussion of the readings on the Cold War

Showing of films on the Cold War - See below.

Discussion of the films

Use of filmstrips - See below.

Materials

Text: Abramowitz, Unit VIII, Lessons 14-18.

Audiovisual filmstrips: "Two Decades of Cold War" B-79
"Cuba: Caribbean Powder Keg" B-81
"Focus on Berlin" B-86
"Looking Through the Iron Curtain" B-129
"World Food Supply and the United Nations" B-103

Films: "Aftermath of World War II - Prologue to the Cold War"
IMC - F4046
"The Cold War" - IMC - F3108
"Why Korea"
"Why Vietnam"

Books:			
327.73 Fu	Fulbright, J. W.	Old Myths and New Realities
327.47 Li	Lippmann, Walter	The Communist World and Ours
327.73 Ma	McCarthy, Eugene	The Limits of Power
327.73 Ru	Rusk, Dean	The Winds of Change
327.73 Sm	Smith, Earl	The Fourth Floor (Cuba)
327.73 St	Stillman, Edmund	The New Politics
327.14 Tr	Trefousse, H. L.	The Cold War

Problem: *Can the United States as a wealthy nation keep its security in a world of poverty?*

Topics: Alternatives
1. Shall we try to "run" the world?
2. Shall we try to "help" the world?
3. Shall we withdraw from the world?

Activities

Discussion of the problems.

Materials

Books:	338.1 Co	Cook, J. Gordon	The Fight for Food
	338.91 Ga	Garst, Jonathan	No Need for Hungar
	338.91 Sc	Scott, John	Democracy is Not Enough

Problem: Can we discover the causes of war?

Topics:
1. Mexican War
2. Civil War
3. Spanish-American War
4. World War I
5. World War II
6. Current conflicts

Activities

Selections from Abramowitz on the above topics.

Discussion of the selections.

Bulletin board depicting the causes of war.

Possible use of questionnaire on attitudes toward peace - Take selections.

Use of filmstrips on the wars given above.

Films on the causes of the above wars.

Discussion of the causes of wars.

Materials

Text: Abramowitz, Unit III, Lesson 8: Unit V, Lesson 1; Unit VIII, Lessons 5-11.

Paperbacks: Selections from Stillness at Appomattox and other books by Bruce Catton.

All Quiet on the Western Front

Duplicated resources:

War Hawks

Four Points that might be considered basic causes of the Civil War

Comparative strengths of the North and South.

First use of the atomic bomb.

The Mexican War Filmstrips:

"The Westward Movement" B-23
"Expansion and Disunity" B-42

Civil War Films:

"The True Story of the Civil War - the Matthew Brady Photos"
IMC - F4047

"The Great Debate" IMC - F4051

"The Civil War: Background and Causes" IMC - F3033

Filmstrips:

"The Country During Civil War Times" B-26
"The War for Southern Independence" B-25
"The Civil War Series"
Causes of the Civil War B-32
From Bull Run to Antietam B-33
From Shiloh to Vicksburg B-34
The Civil War at Sea B-35
Gettysburg B-36
Sherman's March to the Sea B-37
The Road to Appomattox B-38
The Reconstruction Period B-39

"War Between the States - Matthew Brady Photos" B-40-41
"The Negro in the Civil War and Reconstruction" B-55

Records: 9.737 The Confederacy
9.737 The Union

Books: Civil War

973.7 An	Angle, Paul M.	A Pictorial History of the Civil War Years
973.7 Ba	Barker, Alan	The Civil War in America
973.7 Ba	Barnes, Eric	The War Between the States
973.7 Ca	Catton, Bruce	America Goes to War
973.7 Da	Davis, G.	Appomattox
973.714 Do	Donovan, Frank	Mr. Lincoln's Proclamation
973.7 Do	Downey, Fairfax	Storming the Gateway
973.714 Fr	Franklin, John	The Emancipation Proclamation
973.7 Ga	Gara, Larry	The Liberty Line
973.7 Jo	Jones, Robert	The Civil War in the Northwest
973.7 Ni	Nichols, Roy	The Stakes of Power
973.7 Pa	Palmer, Bruce	First Bull Run
973.7 Pr	Pratt, Fletcher	The Monitor and the Merrimac
973.7 Re	Reeder, Red	The Story of the Civil War
973.717 Ba		War Within a War

Spanish American War -
Films: "Saga of Western Man"
"The Life and Times of Teddy Roosevelt" IMC - F4091

Filmstrips: "The Road to World Power and Responsibility" B-44
"Internal Reform and International Responsibility" B-45
"Turn of the Century" B-60

Books:	973.8 Az	Azoy, Anastasia	Charge! The Story of the Battle of San Juan Hill
	973.8 Ca	Caster, Henry	Teddy Roosevelt and the Rough 'Riders
	973.8 Fr	Freidel, Frank	Splendid Little War
	973.8 Re	Reeder, Red	The Story of the Spanish-American War
	973.8 We	Werstein, Irving	Turning Point for America
	973.89 We	Werstein, Irving	1898: The Spanish-American War

World War I -
Films: "World War I"
"George W. Norris - Profiles in Courage Series"

Filmstrips: "The United States and World War I" B-27
"World War I" B-62

Books:	940.4 Ba	Baldwin, Hanson	World War I
	940.3 Fa	Falls, Cyril	The Great War, 1914-1918
	940.4 La	Lawson, Don	The United States in World War I
	940.3 Se	Sellman, R. P.	The First World War
	973.9 Su	Seymour, Charles	Wilson and the World War
	940.414 Te	Terraine, John	The Great War, 1914-1918
	940.414 Te	Terraine, John	The Western Front, 1914-1918
	940.3 We	Werstein, Irving	The Many Faces of World War I

World War II -
Films: "World War II - Prologue U.S.A."
"The Road to World War II" IMC - F3031

Filmstrips: "The Negro Fights for the Four Freedoms" B-58
"World War II - The Home Front" B-30
"World War II - Overseas" B-31
"World War II" B-63

Books:	940.54 Bl	Bliven, Bruce	The Story of D-Day
	940.54 Ho	Hoehling, A. C.	The Week Before Pearl Harbor
	940.545 Po	Potter, E. B.	The Great Sea War
	940.54 Sa	Savage, Katherine	The Story of the Second World War
	940.54 Sm	Smith, Walter Bedell	Eisenhower's Six Great Decisions
	940.54 Wi	Williams, Jay	The Battle for the Atlantic

DUPLICATED RESOURCES AND TRANSPARENCIES

FOR

UNIT VIII

Note: See the resources identified below in the guide "A Problems Approach to American History."

	Page
War Hawks	303
Four Points that Might Be Considered Basic Causes of the Civil War	304
Comparative Strengths of the North and South	316
The First Use of the Atomic Bomb	320
Transparency - Estimated American Battle Deaths and Dollar Expenditures	325
- Chronology of Events Leading to World War II	327

PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES

SOCIAL STUDIES 11

OBJECTIVES OF THE COURSE

Stated in problem form.

UNIT I - ORIENTATION TO THE YEAR'S WORK

Problem: What are our expectations for the year?

UNIT II - EUROPE AND THE MIDDLE EAST

Problem: What are the physical features of Europe and the Middle East?

Problem: Can peace be kept in the Middle East?

Problem: Why is there so much oppostiton between the Arabs and Israel?

Problem: In what ways was the Middle East the "cradle of civilization"?

Problem: What are the problems of the Mediterranean nations today?

Problem: What were the contributions of Greece and Rome in ancient times?

Problem: What is the "Common Market" and what is its purpose?

Problem: Who are the present leaders of Western Europe?

Problem: What are the contributions that Europe has made to the world since ancient times?

Problem: How are relationships changing today between Russia and the West?

UNIT III - AFRICA

Problem: What are the physical features of Africa?

Problem: Why is Africa experiencing so much unrest today?

Problem: What do the Arab nations want today?

Problem: Can the people of Central Africa hope to have a peaceful life?

Problem: How are the apartheid policies in South Africa the cause of unrest.

Problem: What were the great civilizations of Africa in the past?

Problem: In what direction will the African nations move both politically and economically?

UNIT IV - ASIA

Problem: What are the physical features of Asia?

Problem: Why is a small country like Viet Nam so important in the world today?

Problem: Why is the United States so concerned about Communist China today?

Problem: Why are the problems of overpopulation and underdevelopment so important in Asia today?

Problem: How can we explain the fact that Japan is such a modern industrial nation?

Problem: How do religious ideas make life in India so different?

Problem: What did Asian civilization contribute to the world in the past?

Problem: What can the Asians expect their life to be like in the future?

UNIT V - LATIN AMERICA

Problem: What are the physical features of Latin America?

Problem: What present day conditions are a threat to the peace in the Western Hemisphere?

Problem: Why are there such extremes of wealth and poverty in Latin America?

Problem: What attempts are being made to improve living conditions in Latin America and how successful are they?

CONCEPTS BASED UPON THE COURSE OBJECTIVES

UNIT I - ORIENTATION TO THE YEAR'S WORK

A. Expectations

UNIT II - EUROPE AND THE MIDDLE EAST

A. Physical features
B. Peace
C. Opposition (Conflict)
D. "Cradle of Civilization"
E. Problems
F. Contributions
G. "Common Market"
H. Leaders
I. Relationships

UNIT III - AFRICA

A. Physical features
B. Unrest
C. Wants (Needs)
D. Peace
E. Apartheid
F. Civilization
G. Direction

UNIT IV - ASIA

A. Physical features
B. Importance
C. Concern
D. Overpopulation
E. Underdevelopment
F. Industry
G. Religion
H. Contribution
I. Expectations

UNIT V - LATIN AMERICA

A. Physical features
B. Conditions
C. Peace
D. Extremes
E. Wealth
F. Poverty
G. Living Conditions

UNIT I

ORIENTATION TO THE YEAR'S WORK

UNIT I ORIENTATION TO THE YEAR'S WORK

PROBLEM: What are our expectations for the year?

Activities

1. Discussion of how to plan the approach to the study of the world (problems).

2. Discussion of the use of multi-media.

PROBLEM: How can the ability to read maps help us to understand the world?

Activities

1. Orientation to maps.

2. Show films on maps identified below.

3. Discuss films.

4. Study types of maps through the use of wall maps and transparencies.

Materials

Films - IMC: F1070 Maps are Fun
F1070 Maps and Their Uses
F8026 Maps for a Changing World

Transparencies - IMC: TR9006 Physical Geography - I

Latitude and Longitude	Mountain ranges
Globe	Plateau and Plain
Altitude or elevation	Canyon
Mountain	Rivers
Highland and Lowland	Delta
River bed	Gulf
River basin	Isthmus
Reservoir	Channel and Cape
Valley	Strait
Lake and Island	North America
Harbor	Europe
Peninsula	

TR9068 Latitudes and Longitudes

Transparency Packets - IMC: TP9015 Atlas of World History
TP9020 Atlas of World History
TP9021 Atlas of World History

PROBLEM: What efforts are being made or could possibly be made to promote world peace?

Activities

1. General discussion of troubled areas in the world and causes of difficulty and conflict.

2. Definition of nationalism, imperialism, ideology, underdeveloped nations.

3. Show films relating to the concepts above and discuss.

4. Have students listen to various tapes on disarmament, the U.N., and international law.

5. Discuss tapes.

6. Study brochures on the U.N. and discuss.

Materials

Films - IMC: F9045 Nationalism
F4042 Economics of Under-Development
F4092 To Each a Rightful Share
F8951 A Short Vision

Tapes - IMC: T1270 Disarmament - Will Patience Pay Off?
T1265 Does the World Want a Solvent United Nations?
T1274 International Law as seen by Communists and Underdeveloped Nations
T1266 New Images of the United Nations
T1261 Operation Suicide - Is It Inevitable?
T1269 Our Role in the United Nations
T1262 Peace, What We Must Do
T1263 President Kennedy's Address to the U.N.
T1260 Responsibilities to the Past and Future
T1273 The Space Age Challenges the United Nations
T1271 Understanding; Stepping Stones to Peace

Pamphlet materials available from:
United Nations Association of Minnesota
Midwest Plaza Building, Minneapolis
Telephone: 333-2824

World Affairs Center, University of Minnesota, Minneapolis
Telephone: 373-3740 or
Pamphlet Shop: 373-3799

UNIT II

EUROPE AND THE MIDDLE EAST

UNIT II EUROPE AND THE MIDDLE EAST

PROBLEM: What are the physical features of Europe and the Middle East?

Activities

1. Have students use atlases to make various types of maps of either Europe or the Middle East i.e. climate, soils, vegetation, products, physical features, political, etc. and report upon their findings.

2. Discuss how knowledge gained in the making of the maps may be used in understanding life in Europe and the Middle East.

Materials - IMC

Transparencies: TR9004 Geography - Atlas, U.S., Canada and Western Europe

Transparency Packets: TP9005 Atlas: United States, Canada, and Western Europe
TP9006 Atlas Eastern Europe and the Middle East

PROBLEM: How did civilization begin?

Activities

1. Show filmstrips on "stone age" people of today and discuss.

2. Discuss pre-historic times and pre-historic man.

3. Have students do research on topics related to pre-historic man using library resources and filmstrips.

Materials

Epic of Man Series (Life)
FS-919.403-ST R-133 Stone Age People of Today K,L
R-134 Stone Age People of Today L
FS-916.1-Ne R-137 Neolithic Folk Today K,L
FS-291-ST A Stone Age Faith Today K
FS-913-M R-131 Man Inherits the Earth K,L
FS-270-Ia R-135 The Dawn of Religion K,L
FS-913.03-D R-136 The Discovery of Agriculture K,L
FS-913.35-e R-138 Coming of Civilization K,L

Library Resources

WORLD HISTORY - GENERAL BACKGROUND

910 Br	Bradley, John Hodgdon	World Geography	Ginn 1957
909 Bu S	Bullock, Alan	World History, Civilization From Its Beginnings	Doubleday 1962
901 Ha	Harrison, John Bougham	Short History of Western Civilization	Knopf 1960
901.9 Ho S	Horizon Magazine	The Light of the Past	Am. Heritage 1965
901.9 Li S	Life (periodical)	The Epic of Man	Golden Press 1962
900 Li S	Life (periodical)	Life's Picture History of Western Man	Time, Inc. 1951
909 La S	Larousse Encyclopedia of Ancient and Medieval History		Harper & Row 1963
909.82 Li	Linton, Ralph	Most of the World; the People of Africa, Latin America, and the East Today	Columbia Univ. 1949
909 Ma	Man's Past and Progress:	The Story of Civilization	International Graphic Society 1961
901 Mu	Muller, Herbert J.	Freedom in the Ancient World	Harper, 1961
901 Mu	Muller, Herbert J.	Freedom in the Western World	Harper, 1963
901 Sm	Smith, Golden	The Heritage of Man	Scriber 1960
909 Va	VanLoon, Hendrik	Story of Mankind	Liveright 1951
909 Wr S	Wright, Esmond	The McGraw-Hill Illustrated World History	McGraw-Hill

PROBLEM: In what ways was the Middle East the "cradle of civilization"?

Activities

1. Assigned readings in Leinwand.

2. Discuss readings.

3. Viewing of filmstrips as examples of ancient Middle Eastern civilizations.

4. Show film on major religions of the world and discuss, focusing upon Judaism, Christianity, and Islam.

5. Show filmstrips on the three religions to the class.

6. Discuss the major religions arising in the Middle East in terms of their beliefs and their importance today.

Materials

Text: Leinwand, Chapters 1 and 2, pages 2-27

Filmstrips: Epic of Man Series (Life)
FS-913.35-Su Sumer - First Great Civilization K,L

PROBLEM: In what ways was the Middle East the "cradle of civilization"?

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1. Assigned readings in Leinwand.

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6. Discuss the major religions arising in the Middle East in terms of their beliefs and their importance today.

Materials

Text: Leinwand, Chapters 1 and 2, pages 2-27

Filmstrips: Epic of Man Series (Life)
FS-913.35-Su Sumer - First Great Civilization K,L
The World's Great Religions (Life)
FS-297-Is B-178 Islam K,L
FS-296-Ju B-179 Judaism K,L
FS-270-Ch B-180 Christianity K,L
Miscellaneous
SFS-297-Un Understanding Islamism K

Films - IMC: F9037 Major Religions of the World

Transparencies - IMC: TR9038 Cradles of World Civilization
TR9039 Empires of the Near East
TR9045 Expansion of Islam: 622-750

PROBLEM: Can there be peace in the Middle East considering the conflict between the Arbas and Isreal?

Activities

1. Show the film on the Middle East and discuss.

2. Analyze the materials in the embassy kits for propaganda and discuss your findings.

3. Small group research on contemporary topics using filmstrips, tape, embassy materials, vertical file materials, and library resources.

4. Have a panel discuss the topics in terms of the problems facing the Middle East.

5. Have a speaker from a Jewish organization present his viewpoints on events in the Middle East today.

Materials

Filmstrips: Nations of the World Today (Life 1950's)
B-216 Iran L
B-217 Israel L

New York Times Current Events
B-220 Turmoil in the Arab World - May 1959 L

Tape - IMC: T1267 The Long U.N. Vigil in the Middle East
Film - IMC: F3050 The Middle East: Crossroads of Three Continents

Embassy Kits - IMC: K9124-9125 Israel
K9100 Middle East
Israel Turkey
Egypt Saudi Arabia

Vertical File Topics - IMC: Arabia
Egypt
Israel
Turkey

Library Resources

MIDDLE EAST

953 Sa	Sayegt, F.	Arab Unity	Devin-Adair 1958
953 St	Stewart, D.	Arab World	Time 1962
913.32 Al	Aldred, Cyril	Egypt to the End of the Old Kingdom	McGraw 1965
956.94 As	Associated Press	Lightning Out of Israel	The Press 1967

956.94 Be	Ben-Gurion, David	Israel: Years of Challenge	Holt 1963
915.6 Be	Berger, Monroe	The Arab World Today	Doubleday 1962
956.94 Bo	Boudet, Jacques	Jerusalem, A History	Putnam 1967
949.7 Br	Brown, J. F.	The New Eastern Europe	Praeger 1966
956.94 Bu	Burns	Between Arab and Israeli	Obolensky 1962
956 Ch	Childers, Erskin B.	Common Sense About the Arab World	Macmillan 1960
956.94 Da	Dayan, Yael	Israel Journal: June, 1967	McGraw 1967
953 El	Ellis, Harry B.	The Arabs	World Pub. 1958
956 El	Ellis, Harry B.	Challenge in the Middle East	Ronald 1960
956.7 Fe	Fernea, Elizabeth Warnock	Guests of the Sheik	Doubleday 1965
956.94 Ge	Gervasi, Frank	The Case for Israel	Viking 1967
956.94 Gi	Gidal, Sonia	My Village in Israel	Pantheon Bks. 1959
956.95 Ha	Harris, George Lawrence	Jordan; Its People, Its Society, Its Culture	Hraf Press 1958
956.9 Hi	Hitti, Philip K.	Syria: A Short History	Collier 1959
956.94 Ho	Hoffman, Gail	The Land and People of Israel	Lippincott 1960
915.5 Ha	Harnack, Curtis	Persian Lions	Holt 1965

915.6 Jo	Joy, Charles R	Young People of the Eastern Mediterranean	Sloan & Pearce 1959
913.35 Kr	Kramer, Samuel Noah	Cradle of Civilization	Time, Inc. 1967
956.94 Li	Life (Periodical)	Israel	Time, Inc.
956 Mc	McClellan, Grant Samuel	The Middle East in the Cold War	Wilson 1956
913.35 Ma	Mallowan, M. E. L.	Early Mesopotamia and Iran	McGraw 1965
915.5 Me	Mehdevi, Anne Sinclair	Persia Revisited	Knopf 1964
913.35 Me	Mellaart, James	Earliest Civilizations of the Near East	McGraw 1965
914.96 Ri	Riza, Ali	Land and People of Turkey	Macmillan 1958
913.35 Sa	Saggs, H. W. F.	Everyday Life in Babylonia and Assyria	Putnam 1965
953 Sa	Sayegh, Fayez Abdullah	Arab Unity	Devin-Adair 1958
953 St	Stewart, Desmond	The Arab World	Time, Inc. 1962
956 Wa	Walz, Jay	The Middle East	Atheneum Pubs. 1965

PROBLEM: What are the problems of the Mediterranean nations today?

Activities

1. Show film on the Mediterranean world.
2. Discuss film.
3. Listen to tape on a visit to Greece and discuss.
4. Listen to tapes and view filmstrips on Italy.
5. Show films on Spain and discuss.
6. Have students plan a trip with itinerary and transportation arrangements to one Mediterranean country using embassy, travel, and vertical file brochures.

Materials

Filmstrips: Southern Europe (EBF)
B-205 Italy L

Nations of the World Today (Life 1950's)
B-213 Italy L
B-202 Portugal L
B-204 Spain L

FS-946-Go Golden Age of Spain K

Films - IMC: F9038 The Mediterranean World
F3145 Spanish Community Life
F9012 The Day Manolette Was Killed

Tapes: T1745 A Visit to Greece
T1736 A Visit to Italy
T1737 Geography of Spain

Embassy Kits: K9083 Cyprus
K9087 Greece
K9104 Spain

Vertical File: Spain

Library Resources:

914.95 El	Eliot, Alexander	Greece	Time, Inc. 1963
949.5 Gi	Gianakoulis, T.	Land and People of Greece	Lippincott 1952

914.95 Pa	Payne, Robert	Splendor of Greece	Harper 1960
914.5 Li	Life (periodical)	Italy	Time 1961
946 Ad	Adams, N.	Heritage of Spain	Holt 1959
946 Cr	Crow, J.	Spain: The Root and the Flower	Harper 1963
914.6 Lo	Loder, Dorothy	Land and People of Spain	Lippincott 1965
914.6 Mo S	Morris, James	The Presence of Spain	Harcourt 1964
914.6 Th	Thomas, Hugh	Spain	Time 1962

PROBLEM: What were the contributions of Greece and Rome in ancient times?

Activities

1. Show film on life in ancient Greece.

2. Have students view various filmstrips on ancient Greece to prepare for classroom discussion of film and filmstrips.

3. Show film on life in ancient Rome.

4. Have students view filmstrips in preparation for discussion of Rome.

5. Study pictures and transparencies of historical reconstructions of Rome.

6. Read assigned pages in Leinwand. Be able to list the contributions of Greece and Rome and to discuss them.

Materials

Text: Leinwand, Chapters 3 and 4, pages 28-65

Filmstrips: Epic of Man Series (Life)
FS 913.39F1 B-141 First European Civilization: Crete K,L
FS 913.39F1 B-142 First European Civilization: Crete K,L
FS 913.38Gr B-143 Great Age of Warriors: Homeric Greece K,L
B-144 Great Age of Warriors: Homeric Greece L

World of the Past Series (Life)
FS913.38At B-146 Athens K,L

World History Series (SVE) Classical Age
B-150 The Hellenic Greeks L
B-151 The Hellenistic Greeks L

Miscellaneous
B-238 Growing Up in Ancient Greece L
FS 913.38Gr Greece, Cradle of Culture K
FS 913.38Li Life in Ancient Greece K

World of the Past Series (Life)
B-152 The Roman Republic L
B-153 The Roman Empire L

Rome: The Eternal City Series (Life)
FS 937-Em The Emperors K
FS 937-Ki B-154 Kings and Consuls L

Miscellaneous
FS-270-Ea The Early Christians K
FS-913.37-Li Life in Ancient Rome K
Art and Architecture
B-181 Giotto's Life of Christ (Life)
B-182 Michelangelo: The Sistine Chapel (Life) L

Films - IMC: F1057 Life in Ancient Greece
F1058 Life in Ancient Rome
F9043 Michelangelo

Classroom Pictures - IMC:
P 1008-7 Life in Ancient Greece
P 1008-9 Life in Ancient Rome
P1161 Historical Reconstructions of Rome
Picture Map of the Roman Forum
The Roman Forum: Partial View A
The Roman Forum: Partial View B
The Circus Maximus
The Collosseum
The Basilica of Maxentius
The Mausoleum
P1162 Historical Reconstruction of Pompeii
The House of the Faun
The Pistrinum (Bakery)
The Theater
The Temple of Apollo

Transparencies - IMC: TR9040 The Mediterranean World: 550-500 BC
TR9042 Reference Map of the Roman World

Transparency Packets - IMC: TP9022 Classical Greece

Library Resources: CONTRIBUTIONS OF GREECE AND ANCIENT ROME

937.06 Af	Africa, Thomas W.	Rome of the Caesars	Wiley 1965
913.38 Al	Alsop, Joseph	From the Silent Earth	Harper 1964
938 As	Asimov, Isaac	The Greeks: A Great Adventure	Houghton 1965
937.06 As	Asimov, Isaac	The Roman Empire	Houghton 1967

913.37 Ba	Bailey, Cyril, ed.	Legacy of Rome	Clarendon Press 1938
938 Ba	Barker, Derek Roland	Story of Ancient Athens	St. Martins's Press, 1960
937 Ch	Church, Alfred John	Roman Life in the Days of Cicero	Bible & Tanne 1959
913.39 Co	Cottrell, Leonard	Bull of Minos	Rinehart 1958
913.37 Co	Cowell, F.R.	Everyday Life in Ancient Rome	Putnam 1961
913.38 Da	Davis, William S.	Day in Old Athens	Allyn & Bacon 1960
913.37 Da	Davis, William S.	Day in Old Rome	Allyn 1925
930 Fa	Falls, Charles Buckles	The First 3000 Years	Viking 1961
938 Fi	Finley, M.	The Ancient Greeks	Viking 1963
938 Fl	Flacelier, Robert	Daily Life in Greece at the Time of Pericles	Macmillan 1966
937 He	Heichelheim, Fritz M.	A History of the Roman People	Prentice-Hall 1962
913.37 Jo	Johnston, Harold W.	Private Life of the Romans	Scott 1922
913.37 Jo	Johnson, Mary	Roman Life	Scott 1957
938 Li	Life (Periodical)	Classical Greece	Time 1965
913.38 Ma	McDonald, William A.	Progress Into the Past	Macmillan 1967
937 Mi	Mills, Dorothy	Book of the Ancient Romans	Putnam 1927
930 Mi	Mills, Dorothy	Book of the Ancient World for Young Readers	Putnam 1963

938 Pa	Payne, Robert	Ancient Greece	Norton 1964
913.39 Ph	Phillips, E.D.	The Royal Hordes	McGraw 1965
913.38 Qu	Quennell, Marjorie	Everyday Things in Ancient Greece	Putnam 1954
914.56 Ri	Rice, David	Constantinople from Byzantium to Istanbul	Stein 1965
935 Ro	Roux, George	Ancient Times	World Pub. 1965
938 Se	Selincourt, Aubrey de	The World of Herodotus	Little 1962
913.37 Sh	Showerman, Grant	Rome and the Romans	Macmillan 1931
913.38 St	Stobart, J.C.	The Glory That Was Greece	Hawthorn 1964
937 Ta	Taylor, Duncan	Ancient Rome	Roy 1960
913.37 Tr	Treble, H.A.	Everyday Life in Rome	Oxford 1953
930 Un	Unstead, Robert John	Looking At Ancient History	Macmillan 1960
913.37 Va	Vaughan, Agnes Carr	Those Mysterious Etruscans	Doubleday 1964
913.37 Vo	Von Hagen, Victor W.	The Roads That Led to Rome	World 1967
938 Wo	Workman, B.K.	They Saw It Happen In Classical Times	Barnes and Noble 1964
913.38 Mi	Mireauz, Emile	Daily Life in the Time of Homer	Macmillan 1959

PROBLEM: What is the present political situation in Northern and Western Europe? Who are the present leaders of the region?

Activities

1. Show films of countries of Northern and Western Europe.
2. Discuss life in Northern and Western Europe as shown in the films.
3. Divide into groups to do research on life in the various countries of Northern and Western Europe today.
4. Write group reports on the various countries and present to the class.
5. As part of the group activity, gather visual materials on political leaders of Europe and display on a bulletin board.
6. Discuss political leadership in Europe today.

Materials

Filmstrips:
B-224 Challenge For Britain April 1964 L
B-201 Switzerland L
B-203 France L
B-239 France, The Country and Its People L
B-240 Living in France L
B-85 France, Challenge For L
G-147 Paris (EG) L
G-148 Paris (EBF) L
B-86 Focus on Berlin L
B-227 Divided Germany October 1959 L

Films - IMC:
F3042 British Isles: The Land and the People
F3104 United Kingdom: England and Wales
F1195 Western Europe: An Introduction
F1196 Western Germany: Land and People
F3210 West German Family
F9022 Germany - People of the Industrial West
F1060 Life in a Fishing Village: Sweden
F3043 People of the Reindeer
F4026 Scandinavia: Norway, Sweden, Denmark

Classroom Pictures - IMC:
P 1008-34 Europe
P 1071 England
P 1008-11 Netherlands
P 1070 The Alps

Tapes: T1735 A Visit to France
T1744 A Visit to Germany

Transparencies: Tr9067 Peoples of Europe

Embassy Kits: K9084 British Isles
K9081 France
K9093 Germany
K9094 Switzerland
K9095 Austria
K9086 Benelux
K9105 Sweden, Norway, Denmark
K9106 Finland

Other kits: K9112 Euro-Card - A geography game

Vertical File Topics: Austria
Europe
Finland
France
History - World
Norway
Portugal
Sweden
Switzerland

PROBLEM: What are the contributions that Europe has made to the world since ancient times?

Activities

1. Read about life in the Middle Ages in Leinwand.

2. Show film on life in the Middle Ages.

3. View filmstrips on life in the Middle Ages.

4. Discuss what has been learned about the Middle Ages.

Materials

Text: Leinwand, Chapters 7 and 8, pages 112-133.

Filmstrips: FS-913.42-Fo Forebears of the West, The Celts K
FS-940.1-Li Life in the Middle Ages K
Medieval Europe Series (EBF)
B-156 The Medieval Manor L
B-157 The Medieval Manor L
B-158 The Town and Its Guilds L
B-159 The Town and Its Guilds L
B-160 The Knight and His Training L
B-161 The Knight and His Training L

B-162 The Crusades and Their Significance L
B-163 The Crusades and Their Significance L

World History Series (SVE) Middle Ages L
B-164 The Migration of Medieval Peoples L
B-165 Feudalism L
B-166 The Medieval Church L
B-167 Medieval Towns and Cities L

History of Western Culture Series (Life)
FS-940.1-M B-168 Middle Ages K,L

Medieval Heritage Series
B-170 The Bayeux Tapestry L
B-171 Festival L

Heros of Long Ago Series (EBF)
B-172 Charlemagne (B-190 also) L
B-173 Leif Ericson L
B-174 Roland L

Films - IMC: F3097 Life in a Medieval Town
F3032 The Vikings: Life and Conquests

Pictures - IMC: P 1008-9 Life in Medieval Times

Transparencies - IMC:
TR9041 Alexander's Empire: 323 BC
TR9048 Mongol-Turkish Conquest - Eastern Trade Routes
TR9044 Migrations of the Peoples in the Fifth Century
TR9046 Christian Europe and the Crusades
TR9047 Industry and Commerce in Medieval Europe

Library Resources: THE MIDDLE AGES

940.1 Mi	Mills, Dorothy	Middle Ages	Putnam 1935
940.1 Pe	Penoud, Regine, ed.	The Crusades	Putnam 1963
940.23 Si	Simon, Edith	The Reformation	Time, Inc. 1966
942.073 Sp	Spencer, Cornelia	More Hands for Man	Day 1960
942.02 St	Stenton, Doris Mary	English Society in the Early Middle Ages	Pelican
940.18 Tr	Treece, Henry	The Crusades	Random House 1963

942 Tr	Trevelyan, George Macaulay	Illustrated English Social History	Longmans 1949-1951
942 Tr	Trevelyan, George Macaulay	Illustrated History of England	Longmans 1956
940.18 We	West, Anthony	The Crusades	Random 1954
940.1 Wi	Williams, Jay	Life in the Middle Ages	Random House 1966
942.02 Wh	Whitelock, Dorothy	The Norman Conquest	Scribner 1966
940.28 Wo	Wood, Anthony C.	Europe 1815-1945	McKay 1964
940.1 Ho	Horizon Magazine	Knights of the Crusades	Am. Heritage 1962

Activities

1. Read about the Renaissance and Reformation in Leinwand.

2. Look at filmstrips on the Renaissance and Reformation.

3. Study specific topics using library resources and report on topics.

Materials

Text: Leinwand, Chapters 9 and 10, pages 153-191

Filmstrips: FS-940.23-Pr B-169 The Protestant Reformation K,L
B-189 The Age of Exploration L
FS-940.2-Re B-149 Renaissance K,L

Transparencies - IMC: TR9049 Age of Discovery and Trade Expansion
TR9050 Reformation and Counter Reformation

Library Resources:

940.2 Ch	Chamberlin, E.	Everyday Life in Renaissance Times	Putnam 1966
940.2 Fo	Foster, Genevieve	The World of Columbus and Sons	Scribner 1965
940.2 Ha	Hale, John R.	Age of Exploration	Times, Inc. 1966
940.21 Ho	Horizon (periodical)	The Golden Book of the Renaissance	Golden 1962
940.2 Mi	Mills, Dorothy	Renaissance and Reformation Times	Putnam 1939

Activities - The French Revolution

1. Read about Great Britain and France in the late 17th and early 18th centuries. (See list of library resources on France and Great Britain.

2. Discuss the causes of the French Revolution.

3. Lecture on the French Revolution and its results.

Materials

Text: Leinwand, Chapters 18-19, pages 324-358

Transparencies - IMC: TR9051 Colonial Powers: 1783
TR9052 Napoleonic Empire: 1912
TR9053 Europe After the Congress of Vienna: 1815

Activities

1. Divide into groups and do research on the development of the modern nations of Northern and Western Europe using text and library resources.

2. Have group reports on how these nations developed.

3. Show films on the causes and events of World Wars I and II.

4. Divide the class into groups to do research on the causes and events of World wars I and II.

5. Discuss these events in the twenieth Century.

Materials

Text: Leinwand, Chapters 20-29, pages 359-537

Films - IMC: F4050 The Twisted Cross
F3031 Road to World War II

Filmstrips: FS-940.3-Wo World War I K
FS-940.53-Wo World War II K
FS-942-En 18th Century England K
FS-944-Fr France in the 18th Century

Transparencies - IMC:
TR9054 Europe in 1871
TR9055 Industrialization for the World-Expansion of the Industrial Revolustion
TR9056 The World in 1914 - Central Europe in 1914
TR9057 The First World War: 1914-1918
TR9058 Europe After 1924
TR9059 The World After The First World War. 1924
TR9060 Europe at the Outbreak of World War II
TR9062 World War II in Europe and Northern Africa
TR9063 World War II in the Pacific
TR9065 Europe in 1953

Library Resources - Great Britain

942.08 Au	Ausubel, H.	Late Victorians	Van Nostrand 1955
320 Br	Brinton, C.	English Political Thought in the 19th Century	Harper 1962
942 Ch	Cheyney, E.	Short History of England	Ginn 1960
942 Ch	Churchhill, W.	History of the English Speaking Peoples	Dodd 1956
942.073 Co	Cooper, L.	Age of Wellington	Dodd 1963
940.23 Du	Durant, W.	Age of Reason Begins	Schuster 1961
942 Fa	Farjeon, E.	Kings and Queens	Lippincott 1953
330.942 Fl	Flinn, M.	Economic and Social History of Britain	St. Martins 1961
942 Ha	Halliday, F.	Concise History of England	Viking 1964
942 Ma	McElwee, W.	Story of England	Roy 1961
942 Li	Life	Britain	Time 1961
338.9 Ma	Mantoux, P.	Industrial Revolution in the 18th Century	Cape 1961
942.08 Ma	Marriot, J.	England Since Waterloo	Barnes n.d.
942 Mi	Minney, R.	No. 10 Downing Street	Little 1963
942 Mi	Mitchell, R.	History of the English People	Longmans 1950
942.08 Pe	Petrie, C.	Victorians	McKay 1961

914.2 Qu	Quennell, P.	Past We Share	Prometheus 1960
914.2 Re	Reader, W.	Life in Victorian England	Putnam 1964
942 Sa	Sampson, A.	Anatomy of Britain	Harper 1962
942.08 Sc	Schuyler, R.	British Constitutional History Since 1832	Van Nostrand 1957
942 Sc	Schuyler, R.	Cardinal Documents in British History	Van Nostrand 1961
942 Sm	Smellie, K.	Great Britain Since 1688	Michigan U. 1962
942.073 Ya	Spencer, C.	More Hands for Man	Day 1960
942 St	Street, A.	Land of the English People	Lippincott 1953
942.08 Th	Thomson, D.	England in the Nineteenth Century	Penguin 1959
920 Tr	Trease, G.	Seven Kings of England	Vanguard 1955
942 Tr	Treece, H.	Castles and Kings	Criterion Bks. 1959
942 Tr	Trevelyan, G.	Illustrated English Social History - Volume 4	Longmans 1949-51
942 Tr	Trevelyan, G.	Illustrated History of England	Longmans 1956
942 Us	Usherwood, S.	Reign by Reign	Norton 1960
942 Wi	Williamson, J.	English Channel	World 1960

921 C471	Churchill, W.	Frontiers and Wars	Harcourt 1962
921 D631	Maurois, A.	Disraeli	Modern Lib. 1928
921 E141	Miller, H.	Undoubted Queen	Doubleday 1958
921 V66	Strachey, G.	Queen Victoria	Harcourt 1921

Library Resources - France

944 Br	Brogan, D.	French Nation	Harper 1957
914.4 Du	Duby, G.	History of French Civilization	Random 1964
944 Ga	Gagnon, P.	France Since 1789	Harper 1964
944 Gu	Guerard, A.	France, A Modern History	Michigan U. 1959
944.04 Ko	Kohn, H.	Making of the Modern French Mind	Van Nostrand 1955
921 T14	Komroff, M.	Talleyrand	Messner 1965
944 Mo	Moraze, C.	French and the Republic	Cornell U. 1956
944 Se	Sedgwick, A.	Childhood in Brittany Eighty Years Ago	Houghton 1919
944 Se	Sedwick, H.	France, A Short History	Little 1929
944.06 So	Soltau, R.	French Political Thought in the 19th Century	Russell 1959
914.4 Ba	Barry, Joseph	France	Macmillan 1965
914.4 Br	Bragdon, Lillian J.	Land and People of France	Lippincott 1960
914.4 Cl	Clark, Sydney Aylmer	All the Best in France	Dodd 1957
940.51 Cz	Czernin, Ferdinand	Versailles, 1919	Putnam 1964
914.4 De S	Descharnes, Robert	The Versailles I Love	Tudor 1960
944.04 Ho	Horizon Magazine	The French Revolution	Am. Heritage 1965

944.083 Is	Isenberg, Irwin, ed.	France Under de Gaulle	Wilson, H. W. 1967
944 Li	Life (Periodical)	France	Time, Inc. 1960
940.54 Wi	Wilhelm, Maria	For the Glory of France	Messner 1968
914.4 Pa	Payne, Robert	The Splendor of France	Harper & Row 1963

Library Resources - Germany, Benelux, Central Europe, Scandanabia

943 Di	Dill, M.	Germany	Michigan U. 1961
943.6 Ko	Kohn, H.	Habsburg Empire	Van Nostrand 1961
943 Me	Merkl, P.	Germany: Yesterday and Today	Oxford 1965
943 Sn	Snyder, L.	Basic History of Modern Germany	Van Nostrand 1957
943.08 We	Werstein, I.	Franco-Prussian War	Messner 1965
943 Wo	Wohlrabe, R.	Land and People of Germany	Lippincott 1957
943.6 Wo	Wohlrabe, R.	Land and People of Austria	Lippincott 1956
914.3 Kn	Knight, David C.	The First Book of Berlin	Watts, F. 1967
914.3 Lo	Lobsenz, Norman M.	First Book of West Germany	Watts, F. 1959
914.94 Gi	Gidal, Sonja	My Village in Switzerland	Random 1961
914.94 Ku	Kubly, Herbert	Switzerland	Time, Inc. 1964
949.3 Lo	Loder, D.	Land and People of Belgium	Lippincott 1957
949.2 Ba	Barnouw, A.	Pageant of Netherlands History	Longman 1952
914.8 Co	Connery, Donald S.	The Scandinavians	Simon & Schuster 1966
914.81 Ha	Hall, Elvajean	The Land and People of Norway	Lippincott 1963
949.3 Ey	Eyck, F.	Benelux Countries	Van Nostrand 1959

Library Resources - Modern Conflict

940.3 Am	American Heritage	American Heritage History of World War I	Am. Heritage 1964
940.5 Ar	Aron, R	Century of Total War	Doubleday 1954
940.4 Ba	Baldwin, H.	World War I	Harper 1962
940.2 Be	Becker, C.	Modern History: Europe Since 1600	Purdett 1964
940.42 Bl	Blond, G.	Verdun	Macmillan 1964
940.2 Be	Becker, C.	Modern History: The Rise of a Democratic, Scientific, and Industrialized Civilization	Scriber 1952
940.5 Be	Benns, F.	European History Since 1870	Appleton 1955
940.5 Bl	Black, C.	Twentieth Century Europe	Knopf 1963
940.28 Br	Breach, R.	Documents & Descriptions in European History	Oxford 1964
940.28 Br	Bruun, G.	Revolution and Reaction	Van Nostrand 1958
940.28 Bu	Bury, J.	Zenith of European Power	Cambridge 1960
940.342 Ca	Carrington, C.	Soldier From the Wars Returning	McKay 1965
940.55 Co	Cook, Don	Floodtide in Europe	Putnam 1965
945 Cr	Crow, John A.	Italy, A Journey Through Time	Harper 1965
940.4 Cr	Cruttwell, C.	History of the Great War	Oxford U. 1936

940.51 Cz	Czernin, F.	Versailles 1919	Putnam 1964
943 El	Elliot, Brendan John	Hitler and Germany	McGraw 1968
940.5	Ergang, R.	Europe in Our Time	Heath 1958
940 940.2 Er	Ergang, R.	Europe Since Waterloo	Heath 1961
940.4 Fa	Falls, C.	Armageddon	Lippincott 1964
940.3 Fa	Falls, C.	Great War	Putnam 1959
940.3 Fa	Fay, S.	Origins of the World War	Macmillan 1948
940.3 Fr	Fredericks, P.	Great Adventure: America in the First World War	Dutton 1960
940.3 Go	Gottschalk, L.	Transformation of Modern Europe	Scott 1954
940.28 Ha	Hall, W.	Course of Europe Since Waterloo	Appleton 1957
940.2 Ha	Hayes, C.	Contemporary Europe Since 1870	Macmillan 1953
940 Ha	Hayes, C.	History of Western Civilization	Macmillan 1962
940.373 Ho	Hoehling, A.	Fierce Lambs	Little 1969
940.54 Ho	Howarth, David A	D-Day, the Sixth of June, 1944	McGraw 1959
940.311 La	La Fore, L.	Long Fuse	Lippincott 1965
940.3 La	Lauder, H.	Minstrel in France	Heart's International Library
940.4 La	Lawson, D.	United States in World War I	Schuman 1963

940.4 Ma	Mason, H.	High Flew the Falcon	Lippincott 1965
940.4 Mi	Mitchell, W.	Memoirs of World War I	Random 1960
940.4 Ou	Oughton, F.	Aces	Putnam 1960
940.43 Pi	Pitt, B.	1918, The Last Ace	Norton 1963
914.3 Pr	Prittie, Terence	Germany	Time, Inc. 1961
940.534 Re	Reynolds, Quentin J.	The Battle of Britain	Random 1953
940.3 Re	Reynolds, Q.	Known But to God	Day 1960
940.4 Re	Reynolds, Q.	They Fought For the Sky	Rinehart 1957
940.42 Ro	Romains, J.	Verdun	Knopf 1939
940.3 Se	Sellman, R.	First World War	Criterion 1962
940.45 Sh	Shankland, P.	Dardanelles Patrol	Scribner 1964
943.085 Sh	Shirer, William L.	The Rise and Fall of Adolf Hitler	Random House 1961
940.54 Sm	Smith, Walter Bedell	Eisenhower's Six Great Decisions	Longmans 1956
940.3 Sn	Snyder, L.	First Book of World War I	Watts 1958
940.3 Sn	Snyder, L.	Historic Documents of World War I	Van Nostrand 1958
940.373 St	Stallings, [illegible].	Doughboys	Harper 1963

940.54 Su S	Sulzberger, C. L.	The American Heritage Picture History of World War II	Am. Heritage 1966
940.5 Ta	Taylor, Edmond	The Fall of the Dynasties	Doubleday 1963
940.414 Te	Terraine, J.	Great War, 1914-1918	Macmillan 1965
940.3 Th	Thomson, G.	Twelve Days	Putnam 1964
940.3 Th	Thoumin, R.	First World War	Putnam 1963
940.3 Tu	Tuchman, B.	Guns of August	Macmillan 1962
940.288 Tu	Tuchman, B.	Proud Tower	Macmillan 1962
940.3 We	Werstein, I.	Many Faces of World War I	Messner 1963
940.4 Wh	Whitehouse, A.	Heroes and Legends of World War I	Doubleday 1964

PROBLEM: How are relationships changing today between Russia and the West?

Activities

1. Show films on Russian life today and discuss.

2. Make various kinds of maps of the U.S.S.R. and its satellites: physical, political, vegetation, climate, soils, products, etc. interpret maps to the class.

3. Bring in current events materials, magazine and newspaper articles related to Russia.

4. Discuss our changing attitudes toward Russia today.

Question: How are our attitudes regarding Russia and Red China different and why?

Activities

1. Show films on the development of the Cold War.

2. Read about the Cold War in Leinwand and discuss the films and text.

Materials

Filmstrips: Art and Architecture
B-183 Russia: Art, Architecture and Religion (EG) L
New York Times Current Events
B-230 Russia and The Satellite Empire March 1961 L
B-79 Two Decades of Cold War May 1965 L
Miscellaneous
B-243 Progress Report -- Yugoslavia L
B-244 U.S.S.R. -- The Land and People L

Films: F4046 Aftermath of World War II
F3108 The Cold War
F3146 Russian Life Today
F3206 U.S.S.R. - Family of Tashkent

Classroom Pictures: P 1008-10 Soviet Union

Tapes: T1264 Russian Strategy in the United Nations

Transparencies: TR9066 U.S.S.R. in 1964

Embassy Kits: K9102 U.S.S.R.
K9103 Poland, Hungary, Czechoslovakia
K9085 Yugoslavia

Other Kits: K9034 The Soviet Union Today - A series of six filmstrips with accompanying records.

Vertical File Topics: Russia

Library Resources - Russia

947 Cl	Clarkson, Jesse D.	A History of Russia	Random House 1961
947 Co	Conquest, R.	Common Sense About the Russians	Macmillan
947 Da	Daniels, Robert V.	Russia	Prentice-Hall 1964
947.08 Gr	Grey, Ian	The First Fifty Years	Coward 1967
947 Ha	Habberton, William	Russia	Houghton 1965
947 Ha	Harcave, S.	Russia	Lippincott 1964
947 Is	Isenberg, Irwin, ed.	Ferment in Eastern Europe	Wilson 1965
947 Jo	Jones	Russia: A Concise History	Stackpole 1955
947 Ko	Kohn, H.	Basic History of Modern Russia	Van Nostrand 1957
949.6 Ko	Kostich, Dragos D.	The Land and People of the Balkans	Lippincott 1962
947 La	Lawrence, J.	History of Russia	Farrar 1960
947 LI	Life (Periodical)	Russia	Time, Inc. 196-

947 Ly	Lyons, Eugene	Workers' Paradise Lost	Funk & Wagnalls, 1967
947 Ma	Martin, J.	Picture History of Russia	Crown 1956
947.07 Ma	Mazour, A.	First Russian Revolution	Stanford, U. 1937
947 Ma	Mazour, A.	Rise and Fall of the Romanovs	Van Nostrand 1960
947 Na	Nazaroff, A.	Land of the Russian People	Lippincott 1960
914.7 Ra	Rama Rau, Santha	My Russian Journey	Harper 1959
947 Ro	Rothschild, Joseph	Communist Eastern Europe	Walker & Co. 1964
947 Sa	Salisbury, Harrison E.	Russia	Atheneum Pubs. 1965
914.7 Sa	Salisbury, H. E. ed.	The Soviet Union: The Fifty Years	Harcourt 1967
914.7 Sa	Salisbury, H.	To Moscow -- and Beyond	Harper 1960
947 Se	Seeger, E.	Pageant of Russian History	Longmans 1950
914.7 Ta	Taaffe, Robert N.	An Atlas of Soviet Affairs With Maps by Robert C. Kingsbury	Praeger 1965
914.7 Ta	Taubman, William	The View From Lenin Hills	Coward-McCann 1967
947.08 Te	Teall, Kaye M.	From Tsars to Commissars	Messner 1966
947 Wa	Walsh	Russia and the Soviet Union	Michigan U. 1958
940.534 We	Werth, Alexander	Russia at War, 1941-1945	Dutton 1964
944.081 Wh	White, Dorothy S.	Seeds of Discord	Syracuse U. Press 1964

UNIT III

AFRICA

UNIT III - AFRICA

PROBLEM: What are the physical features of Africa?

Activities

1. Show films on the African Continent and discuss.

2. Study wall maps and transparencies to learn about the physical and other features of Africa, identifying land forms, soil, vegetation, minerals, etc.

Materials

Transparencies: Series of transparency masters on Africa - in Coordinator's office

Films - IMC: F9071 Africa: An Introduction
F3155 The Continent of Africa

Library Resources - Africa, Physical Features

916.2 Br	Brander, Bruce	The River Nile	Nat. Geographic 1968
574.9 Br	Brown, Lester	Africa, A Natural History	Random 1965
916 Ch	Church, R. J.	Africa and the Islands	Wiley 1964
916.69 Co	Collis, Robert	African Encounter	Scribner 1961
916.8 Co	Cope, John	South Africa	Praeger 1965
916 Fo	Fordham, P.	Geography of African Affairs	Penguin 1965
916 Ga	Gatti, Ellen M. W.	Here is Africa	Scribner 1943
960 Ga	Gatti, Ellen M. W.	New Africa	Scribner 1960
916.8 Gu	Gunther, John	Meet South Africa	Harper 1958

916.6 He	Hempstone, Smith	Africa--Angry Young Giant	Praeger 1961
960 Li	Life	Tropical Africa	Time 1962
916 Mo	Moorehead, Alan	No Room in the Ark	Harper 1959
916.6 Ni	Niven, Cecil Rex	Land and People of West Africa	Macmillan 1958
916.7 Ye	Yearbook and Guide to East Africa		Rand McNally 1963

PROBLEM: Why is Africa experiencing so much unrest today?

Activities

1. Show film on the economy of Africa.
2. Read about life in Africa today in the text and in library resources.
3. Discuss the film and reading assignment.
4. Begin to develop a scrapbook on Africa as a class project.

Materials

Text: Leinwand, Chapter 31, pages 557-578

Films - IMC: F3182 The Economy of Africa

Filmstrips: Nations of the World Today (Life 1950's)
B-212 Africa: Continent in Ferment L
New York Times Current Events
B-221 The New Africa May 1961 L
B-222 Africa: Explosive Continent May 1958 L
B-234 From Cairo to Capetown April 1962 L

Library Resources - Africa, Current Problems

967 Ad	Adam, Thomas	Government and Politics in Africa South of the Sahara	Random House 1962
961 Br	Brace, Richard	Ordeal in Algeria	Van Nostrand 1960
916.2 Br	Brander, Bruce	River Nile	Nat. Geographic 1968
960 Br	Bruce, Richard	Morocco, Algeria, Tunisia	Prentice-Hall 1965
960 Bu	Burke, Fred	Africa's Quest for Order	Prentice-Hall 1964
916.69 Co	Collis, Robert	African Encounter	Scribner 1961
916.7 De	Denis, Michaela	Ride a Rhino	Doubleday 1960
916.7 Gu	Gunther, John	Meet the Congo and Its Neighbors	Harper 1959
960.3 Ha	Hatch, John	Africa Today and Tomorrow	Praeger 1962

960.3 Ha	Hatch, John	History of Postwar Africa	Praeger 1965
960 Hu	Hughes, John	The New Face of Africa South of the Sahara	Longmans 1961
966.9 Ke	Kenworthy, L.	Profile of Nigeria	Doubleday 1960
916.7 Li	Lineberry, Wm.	East Africa	Wilson 1968
967.5 Lu	Lumumba, Patrice	Congo, My Country	Praeger 1962
968 Ma	McClellan, Grant	South Africa	Wilson 1962
916.2 Ma	Mahmoud, Zaki	Land and People of Egypt	Lippincott 1965, Rev.ed.
967.62 Mb	Mboya, Tom	Freedom and After	Little, Brown 1963
962.15 Nu	Nutting, Anthony	I Saw for Myself	Doubleday 1958
916.8 Pa	Paton, Alan	South Africa in Transition	Scribners, 1958
967 Re	Reuters News Agency	The New Africans	Putnam 1967
916.64 Sp	Spencer, Sue	African Creeks I Have Been Up	McKay 1963
960 Th	Thompson, Elizabeth	Africa: Past and Present	Houghton 1966
965 Ti	Tillion, Germaine	Algeria: The Realities	Knopf 1958
916 To	Toynbee, Arnold	Between Niger and Nile	Oxford 1965
968 Wa	Wallbank, Thomas	Contemporary Africa	Van Nostrand 1956

916 We	West, Richard	White Tribes of Africa	Macmillan 1965
916	Moraes, Frank	Importance of Being Black	Macmillan 1965

PROBLEM: What do the Arab nations want today?

Activities

1. Bring to class current articles on the Arab-Israeli conflict as a basis for further discussion of our earlier unit.

2. Show the film on the Nile Valley and its people and discuss.

3. Read in embassy materials and try to find examples of what the Arab nations want today. Look for propaganda.

Materials

Films - IMC: F9046 The Nile Valley and Its People

Embassy Kits: K9123 Egypt, Tunisia, etc.

Vertical File Topics - IMC: Africa
Egypt

PROBLEM: Can the people of Central Africa hope to have a peaceful life?

Activities

1. Show film on the continent of Africa.

2. Find articles about the problems of "Biafra" and discuss.

3. Show film on the pygmies and identify characteristics of their way of life.

4. Read in library resources to find out about other tribal groups of Central Africa.

Materials

Filmstrip: B-236 The Republic of the Congo -- The People L

Films - IMC: F9010 Continent of Africa (Lands Below the Sahara)
F9058 The Pygmies of Africa

Classroom Picture - IMC: P1072 Africa: Zanzibar

PROBLEM: How are the apartheid policies in South Africa the cause of unrest?

Activities

1. Show films on South Africa and relate the South African racial problems to our own problems.

2. Question: How are our problems similar? How do they differ?

3. View filmstrips on South Africa and discuss.

Materials

Filmstrips:
B-241 Progress Report - The Republic of South Africa L
B-242 Progress Report - The Republic of South Africa L
B-245 South Africa Dynamic Progress (AVA) 1966 L
B-235 The Banim Peoples of South Africa L

Films - IMC:
F4117 South African Essay: Fruit of Fear
F4118 South African Essay: One Nation - Two Nationalisms

PROBLEM: What were the great civilizations of Africa in the past?

Activities

1. Read about ancient Egypt in the text and in library resources.

2. View the filmstrips on ancient Egypt.

3. Read about the great civilizations of Central Africa in library resources and Zenith books.

4. Give examples of the great contributions of the civilizations of Africa.

Materials

Filmstrips:
Epic of Man Series (Life)
FS-913.32-01 B-139 The Oldest Nation: Egypt K,L
FS-913.32-Eg B-140 Egypt's Eras of Splendor K,L
World of the Past Series (Life)
FS-913.32-An Ancient Egypt K,L
B-237 A Day in Ancient Egypt L
FS-913.32-Li Life in Ancient Egypt K

Film - IMC:
F1173 The Color of Man

Library Resources - Africa, Civilizations of the Past

913.32 Al	Aldred, Cyril	Egypt to the End of the Old Kingdom	McGraw 1965
913 Ba	Bacon	Vanished Civilizations of the Ancient World	McGraw 1963
916 Bo	Bohannan, Paul	Africa and the Africans	Nat. Hist. Press 1964
916.2 Ca	Casson, L.	Ancient Egypt	Time 1965
913.6 Da	Davidson, Basil	African Kingdom	Time 1966
916.1 Gu	Gunther, John	Meet North Africa	Harper 1957
962 Ho	Horizon Magazine	Building the Suez Canal	Am. Heritage 1966
916.2 Ma	Mahmoud, Zaki Naguib	Land and People of Egypt	Lippincott 1965
916 We	Westphal, Clarence	African Heritage	Denison 1960

PROBLEM: In what direction will the African nations move both politically and economically?

Activities

Discuss the future of Africa in light of our study.

UNIT IV

ASIA

UNIT IV - ASIA

PROBLEM: What are the physical features of Asia?

Activities

1. Study wall maps of Asia to determine the landforms.

2. Make various kinds of maps of Asia; physical features, political, climate, vegetation, soils, etc. and discuss.

Materials

Library Resources - Asia, Civilizations of the Past

952 Di	Dilts, Marion May	Pageant of Japanese History	Longmans 1961
950 Fi	Fitzgerald, C. P.	A Concise History of East Asia	Praeger 1966
951 Fo S	Forman, W.	Face of Ancient China	Artia 1960
915 Ha	Harcourt, Francois d'	Asia: Awakening of a World	Harcourt 1964
951.02 Ho	Horizon Magazine	Marco Polo's Adventures in China	Am. Heritage 1964
913.31 Wa	Watson, William	Early Civilization in China	McGraw 1966

PROBLEM: Why is Southeast Asia so important in the world today?

Activities

1. Show films on Southeast Asia and discuss the characteristics of life in this region.

2. Question: How does climate affect life in this region?

3. Bring in articles about our involvement in the Viet Nam War.

4. Read about the steps through which we became involved in the Viet Nam War in periodicals and other library resources.

5. Question: Should we have become involved in the Viet Nam War?

Materials

Filmstrips: B-184 SFS915.91 Bu Burma K,L
B-188 SFS915.93 Th Thailand K,L
SFS915.94 La Laos K,L
B-186 SFS915.95 Ma Malaysia K,L
SFS915.952 Si Singapore K
SFS915.96 Ca Cambodia K
SFS915.97 Vi Viet Nam K
B-231 Ferment in Southeast Asia November 1958 L
B-232 Southeast Asia, Cold War Prize January 1962 L

Films - IMC: F9080 Boy of Southeast Asia November 1958 L
F9103 Food of Southeast Asia
F9124 Natural Resources of Southeast Asia
F3197 Southeast Asia Family

Tapes: T1402 Classromm U.S.A. - Vietnam Issues
T1259 Conservative view - Communism, Viet Nam, Etc.

Transparency - IMC: TR9064 Decline of Western Colonialism in Asia: 1954

Embassy kit - IMC: K9099 Southeast Asia

Records - IMC: R1130 Life in Japan and Burma

Pictures - IMC: P 1008-14 Southeast Asia
P 1073 Asia: Thailand

Library Resources - Asia, Viet Nam and Southeast Asia

959.7 Be	Berrier, Hilaire du	Background to Betrayal, the Tragedy of Vietnam	Western Islands 1965
915.93 Bu	Busch, Noel Fairchild	Thailand	Nostrand 1959
959 Ca	Cady, John F.	Thailand, Burma, Laos, and Cambodia	Prentice-Hall 1966
959.7 Fa	Fall, Bernard B.	Viet-Nam Witness, 1953-66	Praeger 1966
915.94 Hu	Human Relations Area Files, Inc.	Laos: Its People, Its Society, Its Culture	Author 1960
991 Hu	Hughes, John	Indonesian Upheaval	McKay 1967

959 Ka	Karnow, Stanley	Southeast Asia	Time, Inc. 1967
959.3 Lo	Lomax, Louis E.	Thailand: The War That Is, The War That Will Be	Random House 1967
959.7 Lu	Lucas, Jim G.	Dateline: Viet Nam	Award House, 1966
915.67 Ma	Maxwell, Gavin	People of the Reeds	Harper 1958
959.7 Od	O'Daniel, John W.	Vietnam Today; the Challenge of a Divided Nation	Coward 1966
959.7 Ra	Ray, Sibnarayan	Vietnam, Seen From East and West	Praeger 1966
959.7 Sh	Sheehan, Susan	Ten Vietnamese	Knopf 1967
991 Sm	Smith, Datus C.	The Land and People of Indonesia	Lippincott 1963, Rev. Ed.
991 So	Southall, Ivan	Indonesia Face to Face	Lansdowne 1964
959 Tr	Trumbull, Robert	The Scrutable East	McKay 1964

PROBLEM: Why is the United States so concerned about Communist China today?

Activities

1. See films on China today.
2. Read about China's history and China today in the text and in library resources. Do research on topics.
3. Discuss the film and readings.
4. Question: How are China's values today different from their traditional values? What is our foreign policy with regard to Communist China? Nationalist China?

Materials

Test: Leinwand, Chapter 6, pages 96-111

Filmstrips: World of the Past Series (Life)
FS-915.11-Pe B-147 Peking: The Forbidden City P,L
FS-299.51-Co B-177 Confucianism and Taoism L
New York Current Events
B-223 Struggle for Asia November 1957 L
B-226 China: Communism in Asia January 1961 L

Films - IMC: F9006 China: A Portrait of the Land
F3179 China: Feeding One-Fourth of the Human Race
F9007 China's Villages in Change

Pictures - IMC: P 1008-16 China
K9080 China & Korea

Vertical File - IMC China

Library Resource - China

915.1 Ca	Caldwell, John Cope	Let's Visit Formosa	Day 1956
951.05 Ch	Chandra-Sekhar, Sripati	Red China	Praeger 1961
951.05 Cl	Clifford, John W.	In The Presence of My Enemies	Norton 1963
951.03 Co	Cohen, P.	China and Christianity	Harvard 1963
951.05 El	Elegant, Robert S.	The Center of the World	Doubleday 1964
915.1 Fe	Fessler, Loren	China	Time 1963
951 Fe	Feuerwerker, Albert	Modern China	Prentice-Hall 1964
951.03 Fl	Fleming, P.	Siege At Peking	Harper 1959
915.1 Gr	Greene, Felix	Awakened China	Doubleday 1961

951.2 Go	Goddard, W.	Formosa	Michigan U 1966
951 Ha	Hahn, Emily	China Only Yesterday: 1850-1950	Doubleday 1963
915.1 Ho	Hobbs, Lisa	I Saw Red China	McGraw 1966
951.9 La	Lawson, Don	The United States in the Korean War	Abelard-Schuman 1964
951 Li	Li, Dun	Ageless Chinese	Scribner 1965
915.1 Po	Portisch, Hugo	Red China Today	Quadrangle Books 1966
951 Ro	Rowe, D.	Modern China	Van Nostrand 1959
951 Se	Seeger, E.	Pageant of Chinese History	Longman 1947
951 Wa	Waln, N.	House of Exile	Little 1933
950 Wh	Wheeler, Geoffrey	The Peoples of Soviet Central Asia	Dufour 1964
951.05 Wi	Wint, Guy	Common Sense About China	Macmillan 1960
951 Ya	Yaukey, Grace (Sydenstricker)	Land of the Chinese People	Lippincott 1960

PROBLEM: Why are the problems of overpopulation and underdevelopment so important in Asia today? (India)

Activities

1. Have students study the objects in the India realia kit and identify their use.

2. Read about Mahatma Gandhi and Jawahrlal Nehru. Find out the importance of the spinning wheel that Ghandi invented.

3. Read to find out about India's problems today as related to overpopulation and underdevelopment.

4. View filmstrips to learn about the great religions of Asia which began in India.

Materials

Test: Leinwand, Chapter 5, pages 66-85.

Filmstrips: Nations of the World Today (Life 1950's)
B-214 India L
B-228 India: Democracy in Asia December 1960 L
B-187 Pakistan L
The World's Great Religions (Life)
FS-2 27.5-Hi B-175 Hinduism K,L
FS-F S-23-Bu B-175 Buddhism K,L
SFS-294.3-Un Understanding Buddhism K
SFS-294.5-Un Understanding Hinduism K

Kits - IMC: K9145 Realia Kit on India

Vertical File - IMC: India

Library Resources - India

915.4 Be	Berkowitz, Monroe	India: Struggle Against Time	Scott, Foreman 1963
915.4 Bo	Bowles, Cynthia	At Home in India	Harcourt 1956
915.4 Du	Dube, S. C.	India's Changing Villages	Routledge 1958
954 Fe	Fersh, Seymour	India and South Asia	Macmillan 1965

954 La	Lamb, Beatrice Pitney	India	Macmillan 1965
915.4 Li	Life (periodical)	India	Times, Inc. 1961
954 Mc	McClellen, G.	India	Wilson 1960
954 Mo	Modak, Manorama R.	The Land and the People of India	Macmillan 1960
954 Pa	Panikkar, K.M.	Common Sense About India	Macmillan 1960
915.4 Sa	Sahgal, Nayantara	From Fear Set Free	Norton 1963
915.4 Si	Singh, Patwant	India and the Future of Asia	Knopf 1966
915.49 Wi	Wilber, Donald N.	Pakistan	Holt 1964
915.4 Zi	Zinkin, Taya	India Changes!	Oxford 1958

PROBLEM: How can we explain the fact that Japan is such a modern industrial nation?

Activities

1. Show films on Japan today to illustrate the extent of industrialization in Japan.

2. Question: How are Japan and India different in terms of population and development?

3. Show a film to find out how life is different in the city and in rural Japan.

4. Read about Japan in the text and in library resources.

5. Question: What has Japanese civilization contributed to the world in the past?

Materials

Text: Leinwand, Chapter , pages

Filmstrips: R-185 Japan L
SFS-297-Un Understanding Shintoism K
TR9061 Russian and Japanese Expansion in the Far East

Films - IMC: F3208 Family in Tokyo
F9116 Japan: An Introduction
F9026 Japan - Miracle in Asia
F3204 Japan: Sheenya of the City
F8078 Japanese Handicrafts
F3138 Japanese Mountain Family

Kits - IMC: Realia K9092

Slides - IMC: S1149 Japan - Recreation
S1150 Japan - Homes
S1151 Japan - Farming
S1152 Japan - Temples and Shrines
S1153 Japan - People
S1154 Japan - Occupations
S1155 Japan - Landscape

Verticle File - IMC: Japan

Library Resources - Japan

952 Am	American Heritage	Commodore Perry in Japan	Amer. Her. 1963
952 Be	Beasley, W.	Modern History of Japan	Praeger 1963
915.2 Bu	Buck, Pearl S.	The People of Japan	Simon & Schuster 1966
952 Di	Dilts, M.	Pageant of Japanese History	Longmans 1947
952 Di	Dilts, M.	Two Japans	McKay 1963
915.2 Gr	Gray, Elizabeth J.	Return to Japan	Lippincott 1960
952.04 Ju	Jungk, Robert	Children of the Ashes	Harcourt 1961
952 Ki	Kirk, Ruth	Japan, Crossroads of East and West	Nelson 1966
952 La	Latourette, K.	History of Japan	Macmillan 1957
952 Li	Life	Japan	Time 1961
952 Re	Reischauer, Edwin O.	Japan, Past and Present, 3rd, ed.	Knopf 1964
915.2 Va	Vaughan, Josephine B.	Land and People of Japan	Lippincott 1962
952 Ya	Yaukey, G.	Understanding the Japanese	Aladdin 1949

PROBLEM: What can the Asians expect their life to be like in the future?

Activities

Discuss the future of Asia considering what we have learned about the continent as it is today.

UNIT V

LATIN AMERICA

UNIT V - LATIN AMERICA

PROBLEM: What are the physical features of Latin America?

Activities

1. Show film "Latin America - An Introduction" and discuss.
2. Study wall maps and transparencies to learn about the physical and other features of Latin America--identifying land forms, soil, vegetation, minerials, etc.

Materials

Films - IMC: F1044 Latin America - An Introduction

Library Resources - Latin America, Geography

917.2 Br	Bright, Roderick	Land and People of Mexico	Macmillan 1958
918.1 Br	Brown, Rose	Land and People of Brazil	Lippincott 1960
918 Ca	Carlson, Fred Albert	Geography of Latin America	Prentice-Hall 1952
918.2 Fe	Ferguson, J. Halcro	The River Plate Republic	Time, Inc. 1965
918 Go	Goetz, Delia	South America	Fideler 1958
918 Ja	James, Preston	Latin America	Odyssey 1959
918.4 Jo	Johnson, William W	The Andean Republics	Time, Inc. 1965
917.2 La	Larralde, Elsa	Land and People of Mexico	Lippincott 1950
918.1 Li	Life (Periodical)	Brazil	Time, Inc. 1962
917.2 Li	Life	Mexico	Time, Inc. 1961

918 Ma	MacShane, Frank	Impressions of Latin America	Morrow 1963
917.2 Ni	Nicholson, Irene	The X in Mexico	Doubleday 1966
918.9 Pe	Pendle, George	Lands and Peoples of Paraguay and Uruguay	Macmillan 1960
918 So	South American Handbook, Including Central America, Mexico, and Cuba		39th annual ed 1963
918.7 Wo	Wolrabe, Raymond A.	Land people of Venezuela	Lippincott 1959

PROBLEM: What present day conditions are a threat to the peace in the Western Hemisphere?

Activities

1. Bring in news articles on events in Latin America and discuss.
2. Show filmstrips on current affairs in Latin America.
3. Read about the Cuban Revolution and Fidel Castro. Discuss how Cuba's economic problems might have led to communism in that country.
4. Show film "The Unending Struggle" and discuss its meaning.
5. Show the film "The Harvest of Shame" and discuss what it might say regarding our nations image in terms of foreign policy.

Materials

Filmstrips: New York Times Current Events
B-80 Ferment in Latin America February 1964 L
B-81 Cuba: Caribbean Powder Keg April 1961 L
B-225 Our Caribbean Neighbors April 1959 L
B-229 Our Southern Neighbors November 1961 L

Films - IMC: F4106 The Unending Struggle
F4049 Harvest of Shame

Transparencies - IMC: TR9075 South America Base Map
Rainfall, temperature, population and name plate overlays

Library resources - Latin America, Current Problems

980 Ad	Adams, Richard N.	Social Change in Latin America	Harper 1960
980 Be	Benton, William	The Voice of Latin America	Harper 1961
980 Cl	Clark, Gerald	The Coming of Explosion in Latin America	McKay 1963
981 Do	Dos Passos, John	Brazil on the Move	Doubleday 19-3

918.7 Ho	Hobart, Lois	Mexican Mural	Harcourt 1963
980 Ma	Maderiage, Salvador de	Latin America Between the Eagle and the Bear	Praeger 1962

PROBLEM: How can the history of Latin America help us to understand the culture of the region.

Activities

1. Show filmstrips on the great Indian civilizations of Latin America and discuss.

2. Identify as many Spanish elements in present day Latin American culture as you can and discuss the relative importance of Indian and Spanish elements in life today in Latin America.

3. Study maps to learn which countries are most European in origin. Indian? Mestizo?

4. Do research on specific topics related to Latin American history.

Materials

Filmstrips: Ancient American Indian Civilization Series
FS-970.3-Az Aztec Achievements in Art and Science K
FS-970.3-Az Aztecs and Their Way of Life K
FS-970.3-Az The Aztecs, The Mayas, The Incas: A Comparison K
FS-970.3-In The Incas, The Mayas, and The Aztecs K
FS-970.3-Ma The Mayas and Their Way of Life K
FS-980.3-In Incas and Their Way of Life K
World of the Past Series (Life)
FS-917.2-He B-148 Heritage of the Maya
FS-918.5-In B-149 The Incas K,L

Library Resources - Latin America, History and Culture

985 Ba	Baudin, Louis	Daily Life in Peru Under the Incas	Macmillan 1962
980.1 Be	Beals, Carleton	Nomads and Empire Builders	Chilton 1961
985 Bi	Bingham, Hiram	Lost City of the Incas	Duell, Sloan, and Pearce, 1948
985 Bl	Bleeker, Sonia	The Incas	Morrow 1960

917.2 Cl	Clark, Sydney A.	All the Best in Mexico	Dodd 1958
918 Cl	Clark, Sydney	All the Best in South America, West Coast	Dodd 1959
918 Cl	Clark, Sydney	All the Best in South America, East Coast	Dodd 1960
986.3 Co	Considine, Robert B.	Panama Canal	Random House 1951
917.2 Ho	Hobart, Lois	Mexican Mural: Story of Mexico, Past and Present	Harcourt 1963
986.2 Ho	Howarth, David	Panama	McGraw 1966
985.02 Hy	Hyams, Edward S.	The Last of the Incas	Simon & Schuster 1963
980.01 Le	Leonard, Jonathan N.	Ancient America	Time, Inc. 1967
980 Pe	Peck, Anne Merriman	Pageant of South American History	Longmans 1958
986.3 Ri	Rink, Paul	The Land Divided	Messner, 1963
980 Sh	Shippen, K	New Found World	Viking 1945
980 Ta	Tannenbaum, Frank	Ten Keys to Latin America	Knopf 1962
980 Wo	Worcester, Donald E.	The Three Worlds of Latin America; Mexico, Central America, and South America	Dutton 1963

PROBLEM: Why are there such extremes of wealth and poverty in Latin America and what attempts are being made to improve living conditions.

Activities

1. Show films on Latin America and discuss.

2. Divide group into committees to do research on various regions of Latin America using filmstrips, embassy kits, texts, and library resources. Have each group report back to the class.

Materials

Filmstrips: South America -- Eastern and Southern Lands (EBF)
B-206 Amazon Village L
B-207 Farmers of Argentina L
B-208 New Coffee Lands in Brazil L
B-209 Desert to Forest in Chile
B-210 People of Paraguay L
B-211 Ranch and City in Uruguay L
Nations of the World Today (Life 1950's)
B-219 Mexico L

Films - IMC: F9042 Mexico - Land and People
F9052 Pablo, Un Nino De Mexico
F4074 The West Indies

Embassy Kits - IMC: K9090 Central America
K9091 Mexico
K9101 Puerto Rico
K9088 South America

Classroom Pictures - IMC:
P 1008-31 Caribbean Lands
P 1008-30 Mexico
P 1008-32 Brazil
P 1008-33 South America

Records - IMC: R1132 Life in Spain and Brazil

Vertical File Topics - IMC: Latin America
Mexico
Puerto Rico
South America

Slides - IMC: S1009 Mexico: Land and Its People - Contains 25 slides in the following groups:

Agriculture	Mexico City
Housing	Miscellaneous Industries
Landmarks	Native Types
Markets and Shops	Other Cities
Recreation and Customs	

PROGRAM FOR STUDENTS WITH LEARNING DIFFICULTIES

SOCIAL STUDIES 12

OBJECTIVES OF THE COURSE

Stated in problem form.

ORIENTATION

Problem: What is a problem and how do you solve a problem?

UNIT I - OCCUPATIONS

Problem: What will be your future occupation?

Problem: What things must we know about a job in order to study an occupation appropriate to a person's ability, achievement, interests, and personality?

Problem: How do we apply for a job?

UNIT II - ECONOMICS AND THE CONSUMER

Problem: Why are consumer economics and consumer education important?

Problem: How can we get the most out of our income through budgeting?

Problem: What must we know in order to buy wisely?

Problem: What should we be aware of when we buy on credit or borrow money?

Problem: What should we look for in deciding where to place our savings?

Problem: What types of insurance would best meet our needs?

Problem: What benefits will we derive from social security?

Problem: What are the advantages and disadvantages of home ownerships?

Problem: Who should and should not buy stocks, bonds, and mutual funds?

UNIT III - AMERICAN VALUES AND CURRENT WORLD ISSUES

Problem: How can we learn to think critically as we study the ideas of politics?

Problem: What is meant by politics, the political process, and government?

Problem: What is the American political system?

Problem: How does the American political system compare with a totalitarian state? (Soviet Union, China, etc.)

Problem: What are our traditional American values?

Problem: How successful have we been in achieving our values and constitutional guarantees?

Problem: Why must individuals become involved in the political process?

UNIT IV - PROBLEMS OF MINORITY GROUPS

Problem: What is a minority group?

Problem: What are the problems that minority groups face?

Problem: What is prejudice?

Problem: What is discrimination and how does prejudice lead to social discrimination?

Problem: How can we get rid of prejudice and discrimination?

UNIT V - FAMILY LIFE

UNIT VI - THE GOOD LIFE

Problem: What is "the good life"?

CONCEPTS BASED UPON THE COURSE OBJECTIVES

ORIENTATION

- Problem Solving

UNIT I - OCCUPATIONS

- Occupations
- Ability
- Achievement
- Interests
- Personality
- Job Applications

UNIT II - ECONOMICS AND THE CONSUMER

- Consumer economics
- Consumer education
- Income
- Budgeting
- Wise purchasing
- Credit
- Lending and borrowing
- Savings
- Insurance
- Social Security
- Home ownership
- Stocks and bonds
- Mutual funds

UNIT III - AMERICAN VALUES AND CURRENT WORLD ISSUES

- Critical thinking
- Politics
- Political process
- Government
- American political system
- Totalitarian state
- Tradition
- American values
- Constitutional guarantees
- Political involvement

UNIT IV - PROBLEMS OF MINORITY GROUPS

Minorities
Groups
Minority group problems
Prejudice
Discrimination

UNIT V - FAMILY LIFE

Refer to Family Life Guide

UNIT VI - THE GOOD LIFE

The "Good Life"

ORIENTATION

Problem: What is a problem and how do you solve a problem?

Activities

Have the students identify real problems in the world today which are of personal concern to them.

Have students react and evaluate the problems identified.

Discuss the steps in problem solving (See Dunwiddie, Chapter 1 as teacher reference)

Apply problem-solving techniques to a representative problem identified earlier.

What kinds of materials will we use to solve the problems we will be studying?

Study the various news media and what we can learn from them.

Learn how we will be using pamphlet and audio-visual materials during the course of the year by studying representative types.

Materials

Teacher reference: Dunwiddie, Problems of Democracy, 1967

Newspapers and periodicals

Pamphlet and audio-visual materials

UNIT I

OCCUPATIONS

UNIT I OCCUPATIONS

Problem: What will be your future occupation?

Activities

Administer the Kuder Vocational Preference Record and discuss.

Compare Kuder given in the twelfth grade with the ninth grade results and discuss.

Discuss the need to learn about vocational possibilities.

List the various ways we can find out about the kinds of occupations.

List the factors which should be considered in making a job choice in addition to interests, and discuss.

Study a sample personality profile and identify what you think would be your personality strengths and weaknesses in terms of an occupational choice.

Arrange for some type of ability and achievement analysis with the counseling office so that students may proceed to select occupations for study.

Problem: What things must we know about a job in order to study an occupation appropriate to a person's ability, achievement, interests, and personality?

Activities

Browse in vocational materials to identify ways to find out about occupations, job opportunities, qualifications, necessary training, conditions, advantages, disadvantages, etc. (See "Facts about a Field of Work" at end of unit.)

Select and study in depth one occupation and write a paper answering the questions which will be most important in determining what your job may be in the future. (See "Facts about a Field of Work")

Problem: How do we apply for a job?

Activities

Discuss what employers look for in an application.

Write letters of application and learn how to complete data sheets.

Fill out application forms for different positions.

Bring in resource people to discuss representative jobs in which the students might be interested.

Resource persons for orientation to the general world of work i.e. personnel officers of business firms, employment service managers, representatives from large industries who can explain occupations ranging from the non-skilled to the skilled.
Examples: Personnel Officers -
*Donaldsons, Inc. - Mr. Thomas Baden
*Rosemount Engineering - Mr. John Duxbury
Toro
Control Data
Thermo King
Employment Service Managers:
(See yellow pages)
Northwest Airlines
North Central Airlines
Minneapolis Star and Tribune
Fairview Southdale Hospital

Have students conduct job interviews with area resource people or student interviewers.

Field trips of industrial and business organizations might be organized.
Possible - Industrial Tours:
Fairview Southdale
American Can Company
Rosemount Engineering
Vaughn Industries
N.W. Bell Telephone Co.
Northwestern Bank
Control Data
General Mills
Minneapolis Star and Tribune

Student Materials

Library resources: See following bibliography

Sources of free and inexpensive pamphlet materials
Library collection
Counseling offices
New York Life Insurance Company. Career Opportunities
General Electric. Three Why's (Why study math, science, and engineering)
Four Why's (Why read, work, stick to studies, study English)
Start Planning Now for your Career

Job Application Forms

Daytons	Gem
Toro	Minneapolis Gas Co.
Donaldson's Inc.	Northern States Power
Honeywell	Super Value
Red Owl	Munsingwear
Control Data, etc.	

Minnesota Department of Education -- The Teacher Looks at Guidance Apprenticeship Training in Minnesota. The Teacher's Role in Career Development.

BIBLIOGRAPHY ON CAREERS

Lincoln Senior High School Library - February 1969

REFERENCE		TITLE
371.42		Dictionary of Occupational Titles
371.42		Encyclopedia of Careers and Vocational Guidance
371.42	Lovejoy	Lovejoy's Vocational School Guide
371.42	U. S. Bureau of Labor Statistics	Occupational Outlook Handbook
607.73		Technician Education Yearbook
GENERAL VOCATIONS		
371.42	Betz, Betty	Betty Betz Career Book; The Teenager Guide to a Successful Job
371.42	Branche, S. Delores	Handbook of Job Facts
371.42	Cobb, M. C.	Scientific Approach to Career Planning
371.42	Daly, Donald F.	Know Your Union
371.42	Ferrari, Erma Paul	Careers For You
371.42	Hodnett, Edward	So You Want to Go Into Industry
371.42	Kitson, Harry Dexter	I Find My Vocation
920	Logic, I. M. R.	Careers in the Making
650.19	Love, Albert	Listen to Leaders in Business
371.42	MacGibbon, Elizabeth	Fitting Yourself for Business
371.42	Magoun, Frederick A.	Successfully Finding Yourself and Your Job
371.42	Paradis, Adrian	Dollars For You
659.1	Paradis, Adrian	For Immediate Release
371.42	Paradis, Adrian	From High School to Job
371.42	Perry, John	17 Million Jobs; The Story of Industry in Action
371.42	Roesch, Roberta	Money, Jobs and Futures
371.42	Scott, Judith Unger	Cues for Careers
371.42	Speigler, Charles	If You're Not Going to College

GENERAL VOCATIONS

371.425	Splaver, Sarah	Your Career If You're Not Going to College
371.42	U.S. Department of Health, Education and Welfare	Education for a Changing World
371.42	Westervelt, Virginia	Choosing a Career in a Changing World
338.6	Winter, Elmer L.	Your Future in Your Own Business

ACCOUNTING

657.069	Ashworth, John	Careers in Accounting
657.069	Cashin, James	Careers and Opportunities in Accounting
657	Goetz, Billy	Accounting in Action

ADVERTISING

659.1	Cogswell, Harry	Find a Career in Advertising
659.1	Ogilvy, David	Confessions of an Advertising Man
659.1	Ryan, Bernard	So You Want to Go Into Advertising

AERONAUTICS

626.4	Binder, Otto	Careers in Space
387.7	Engeman, Jack	Airline Stewardess
629.13	Hunter, Mel	Missilemen
629.33	Lee, Lincoln	Three Dimensioned Darkness; the World of the Airline Pilot
629.132	Lodeesen, Marius	I, The Airline Pilot
629.13	Murray, Mary F.	Skygirl; A Career Handbook for the Airline Stewardess
387.72	Nathan, Raymond	Careers in Airlines Operations
629.13	Neal, Harry	Skyblazers
387.7	Rudolph, Patricia	Your Future As An Airline Stewardess
387.7	Ruppenthal, Karl	Airline Dispatcher in North America
629.13	Stambler, Irving	Find A Career In Aviation
380.5	Liston, Robert	Your Career in Transportation

ART

741.6	Biegeleisen, Jacob	Careers and Opportunities in Commercial Art
741.67	Biegeleisen, Jacob	Careers in Commercial Art
706.9	Holden, Donald	Art Career Guide
741.5	Lariar, Lawrence	Careers in Cartooning
706.9	McCausland, Elizabeth	Careers in Commercial Art
706.9	Roth, Claire	Art Careers

BEAUTY CULTURE

646.7	Gelb, R.	Your Future in Beauty Culture

BUILDING TRADES

690.69	Kasper, Sydney H.	Careers in the Building Trades

CLERGY

253	Spence, Hartzell	The Clergy and What They Do

CONSERVATION

333.79	Clepper, Henry	Careers in Conservation
634.9	Hanaburgh, David Henry	Your Future in Forestry
333.706	Herbert, Fred W.	Careers in Natural Resource Conservation
333.7	Neal, Harry Edward	Nature's Guardians
333.79	Smith, Jean	Find a Career in Conservation

COMPUTER SCIENCE

651.8	Carroll, John M.	Careers and Opportunities in Computer Science

DENTISTRY

617.6	Schwarzrock, L. H.	Effective Dental Assisting

EDUCATION

371.92	Charney, Leon	A Teacher of the Mentally Retarded
370	Chandler, B. J.	Education and the Teacher
370.69	Filbin, Robert L.	So You're Going to be a Teacher
370	Gelinas, Paul J.	So You Want to be a Teacher

EDUCATION (cont.)

370.973	Stiles, Lindley J.	Teacher Education in the United States
371.1	Redefer, Frederick Lovatt	Careers in Education
370	Stinnett, T. M.	Teaching in American Schools, A Handbook for Future Teachers
370	Thomas, Lawrence G.	Perspective on Teaching
921	Wilson, Charles H.	A Teacher is a Person

ENGINEERING AND RELATED CAREERS

621.38	Bibby, Dausel	Your Future in the Electronic Computer Field
629.209	Boyd, Waldo	Your Career in Aerospace
671.5	Berg, L.	Aim for a Job in Welding
621.38	Carroll, John M.	Careers and Opportunities
620.69	Coy, Harold	Engineers and What They Do
620	Furnas, C.	The Engineer
621.38	Levine, Sol	Your Future in Electronics
620.69	Love, Albert	Listen to Leaders in Engineering
620.69	Neal, Harry	Engineers Unlimited
621.381	Neal, Harry	Your Careers in Electronics
620.69	Nourse, Alan	So You Want to be an Engineer
620.69	Pollack, Philip	Careers and Opportunities in Engineering
620.69	Ross, Frank S.	World of Engineering
620.69	Smith, Ralph	Engineering As A Career
620.69	Throm, Edward	Boy Engineer
620	Whinnery, John	World of Engineering
621.38	West, Wallace	Find A Career in Electronics
620.69	Williams, Clement	Building an Engineering Career

FASHION

646	Curtis, Frieda Steinmann	Careers in the World of Fashion

FOREIGN LANGUAGE

406.9	Cohn, Angelo	Careers with Foreign Languages

GOVERNMENT SERVICE

341.7	Beaulac, Willard	Career Diplomat
341.7	Committee on Foreign Affairs Personnel	Personnel for the New Diplomacy
351.1	Gould, Stephen	Your Future in the Federal Government
327.069	Krosney, Herbert	Careers and Opportunities in International Service
341.7	Lisagor, Peter	Overtime in Heaven; Adventures in the Foreign Service
351.1	Liston, Robert	Your Career in Civil Service
351.7	Ottenberg, Miriam	The Federal Investigators
351.069	Sullivan, Mary	Careers in Government
341.8	United States Dept. of State	Foreign Service of the United States

HOME ECONOMICS

640.69	Phillips, Velma	Home Economics Careers for You

HOTEL/RESTAURANT

647.9	Lattin, Gerald W.	Careers in Hotels and Restaurants

JOURNALISM

070	Bond, F. Fraser	An Introduction To Journalism
070.69	Brucker, Herbert	Journalist
070	Gemmill, Henry	Do You Belong in Journalism?
070	Floherty, John Joseph	Get That Story
070	Lent, Henry	I Work On A Newspaper
070.69	Lobenz, Norman	Writing As A Career
070.69	Parsons, Tom	Find a Career in Journalism
070.69	Schaleben, Arvill	Your Future in Journalism
070.69	Stein, M. L.	Your Career in Journalism
070	Wolsely, Roland	Exploring Journalism

LAW

340.69	Ernst, Morris	Lawyers and What They Do
347.9	Lewis, Anthony	Gideon's Trumpet
363.2	Liston, Robert A.	Your Career in Law Enforcement
340.69	Nourse, William B.	So You Want to be a Lawyer
340	Post, C. Gordon	An Introduction to the Law
340.069	Smith, Talbot	Lawyer

MEDICINE

610.69	Atchley, D.	Physician, Healer and Scientist
610.69	Coy, Harold	Doctors and What They Do
920	De Kruif, Paul	Life Among the Doctors
610.73	Deming, Dorothy	Careers for Nurses
610.69	Engeman, Jack	Doctor: His Training and Practice
371.42	Ferrari, Erma	Careers for You
610.4	Greg, Alan	For Future Doctors
371.42	Greenleaf, Walter	Occupation and Careers
610.69	Hyde, Margaret	Medicine in Action; Today and Tomorrow
610.7	Moon, George Robert	How to Become a Doctor
610.69	Nourse, Alan Edward	So You Want to be a Doctor

MUSIC

780.69	Johnson, Harriett	Your Career in Music

PERSONNEL MANAGEMENT

658.23	Mann, Roland	Careers in Business Management
658.3	Spaver, Sarah	Careers in Personnel Administration
338.6	Winter, Elmer L.	Your Future in Your Own Business

PHOTOGRAPHY

770.69	Hood, Robert E.	Find a Career in Photography
770.69	Pinney, Roy	Careers With A Camera

RADIO AND TELEVISION

621.38	Broderick, Edwin	Your Place in T V
659.1	Jones, Candy	Make Your Name in Modeling and T V
791.45	Lerch, John	Careers in Broadcasting

RESEARCH SCIENCE

506.9	Wachs, Thomas	Careers in Research Science

RETAIL TRADE

646	Curtis, Frieda	Careers in the World of Fashion
658.85	Goodrich, Foster	Your Future in Selling
658.87	Kaplan, Albert	Careers in Department Store Merchandising
658.85	Liston, Robert	Your Career in Selling
658.87	Scott, George	Your Future in Retailing
658.8	Orent, Norman B.	Your Future in Marketing

SECRETARIAL CAREERS

651.02	Anderson, Ruth	Secretarial Careers
651.02	Becker, Esther	How To Be An Effective Executive Secretary
651.02	Becker, Esther	Secretaries Who Succeed
651.069	Mayo, Lucy	You Can Be An Executive Secretary
651.02	Strong, Madeline S.	Secretary at Work

SOCIAL WORKER

361.069	Perlman, Helen	So You Want to be a Social Worker
371.42	Scott, Judith	Cues for Careers
361.069	Williamson, Margaret	Social Workers: Artist and Scientist

VETERINARY MEDICINE

636.089	Bridges, William	Veterinary Medicine
921 H375	Henderson, J.	Circus Doctor
636.089	May, Charles	Veterinarians and Their Patients
636.089	Riser, Wayne	Your Future in Veterinary Medicine

DUPLICATED RESOURCES

FOR

UNIT I

SELECTED OCCUPATIONS TAKEN FROM KUDER PREFERENCE MANUAL

OUTDOOR

Professional

County Agricultural Agent
Forest Ranger
District Forest Supervisor

Semi-Professional

Forest Guard (fire fighter)
Tree Surgeon

Managerial and Official

Fish and Game Warden

Personal Service

Guide (sightseeing - see Travel Services)

Agricultural, Horticultural, and Kindred

Farmer
Livestock Farmer or Animal Breeder
Poultry Farmer
Farm Hand
Nurseryman
Greenhouse Keeper

Skilled and Semi-Skilled

Lumber Inspector
Woodsman (logging)
Zoo Keeper

1
MECHANICAL

Professional

All Professional Engineers
Chemical Engineer
Civil Engineer
Electrical Engineer
Industrial Engineer
Mechanical Engineer
Mining Engineer
Vocational Training Teacher

Semi-Professional

Aviator
Radio Operator
Tree Surgeon

Managerial and Official

Building and Building Equipment Inspector
Engineer
Contractor

Personal Service

Cook; Baker

Building Service Worker

Janitor
Elevator Operator

Skilled, Semi-Skilled, and Manual

Attendant at Filling Station
Blacksmith; Forgeman; Hammerman
(Worker in polishing, finishing, and sorting pottery and porcelain ware. Kiln worker (pottery and porcelain ware)
Construction Machinery Operator
Construction Worker
Electrician
Electroplating, Galvanizing, and Related Process Worker
Stationary Engineer
Filer; Grinder; Buffer; Polisher (Metal)
Forging Worker in Mechanical Treatment of Metals
Foundry Worker
Boilermaker
Brankesman (railroad)
Brick or Stone Mason; Tile Setter
Cabinetmaker
Carpenter
Garage Laborer
Cement and Concrete Finisher
Chauffeur; Driver (bus, taxi, truck, and tractor)
Clay Product Producing Worker - Worker in Forming of Pottery and Porcelain Ware and Other Clay Products
Grader; Inspector; Scaler (logs and lumber)
Lens Grinder; Lens Polisher; Optician (maker of eye glasses)
Lineman; Serviceman (telegraph, telephone, and power)

Locomotive Engineer
Locomotive Fireman
Lumberman
Machine Shop Worker
Machinist
Meat Cutter (except in slaughtering and packing houses)
All Mechanics and Repairmen
Mechanic; Repairman (airplane)
Mechanic; Repairman (motor vehicle)
Mechanic; Repairman (miscellaneous-Household Appliance Serviceman and Installer, Office Machine Serviceman, Electrical Repairman, Gunsmith)
Molder
Motion Picture Projectionist
Paperhanger
Plasterer
Plumber
Chainman (surveying)
Sheet Metal Worker; Coppersmith; Tinsmith
Structural or Ornamental Metal Worker
Switchman (railroad)
Tool Dresser and Sharpener; Tool Maker; Die Sinker and Setter
Upholsterer
Watch maker
Jeweler
Welder; Flame Cutter
Woodworker

2
COMPUTATIONAL

Professional

Accountant
General Accountant
Professor; Instructor (mathematics, statistics, accounting)
Chemical Engineer
Industrial Engineer
Teacher (arithmetic)
Statistician

Semi-Professional

Surveyor

Clerical and Kindred

Bookkeeper and Cashier (except bank cashier)
Bookkeeping Machine Operator
Clerk (general office)
Bank Clerk (financial institutions)
Office Machine Operator
Statistical Clerk; Compiler

3
SCIENTIFIC

Professional

Chemist (assayer; metallurgist)
County Agricultural Agent
Dentist
Chemical Engineer
Electrical Engineer
Pharmacist
All Physicians and Surgeons
Psychiatrist
Veterinarian
Meteorologist
Natural Scientist
Psychologist
Social Scientist
Curator (museum)
Dietitian
Traffic Engineer
Optometrist (specialist in measuring sight)
Chiropractor
Osteopathic Physician (specialist in body manipulation techniques for curing illness)

Semi-Professional

Aviator
Laboratory Technician and Assistant
Weather Observer

Clerical and Kindred

Physician's or Dentist's Assistant and Attendant

Protective Service

Detective; Policeman

Skilled and Semi-skilled

Optician (maker of eye glasses); Lens Grinder; Polisher

4
PERSUASIVE

Professional

Author; Editor; Reporter
Public Relations Worker
Sales Engineer
Lawyer: Judge

Personnel and Employment Manager
Vocational counselor

Semi-Professional

Radio Announcer

Managerial and Official

Store Manager
Wholesale Manager
Buyer; Department Head (stores)
Floorman; Floor Manager (store)
Advertising Agent
Credit Man
Purchasing Agent; Buyer
Office Manager
Sales Manager
Insurance

Sales and Kindred

Auctioneer
Insurance Salesman
Real Estate Salesman
Sales Clerk
Salesperson
Salesman (to consumers)
Salesman; Sales Agent (except to consumers)
Shopper

Semi-skilled

Routeman

5
ARTISTIC

Professional

Actor; Actress
Architect
Artist; Sculptor; Teacher of Art
Occupational Therapist
Curator of Art Gallery

Semi-Professional

Decorator and Window Dresser
Commercial Artist
Designer
Draftsman
Photographer
Taxidermist

Personal Service

Barber; Beautician

Skilled and Semi-skilled

Furrier; Worker in Fabrication of Fur Goods
Dressmaker; Seamstress
Tailor; Tailoress
Photoengraver
Engraver
Painter, Construction and Maintenance

6
LITERARY

Professional

Actor; Actress
Author; Editor; Reporter
Professor; Instructor (college)
Lawyer
Librarian
Teacher of English and Languages

Sales and Kindred

Literary Agent

7
MUSICAL

Professional

Musician; Teacher of Music

Semi-Professional

Dancer; Chorus Girl

8
SOCIAL SERVICE

Professional

Clergyman
County Agricultural Agent
All Physicians and Surgeons
Social and Welfare Worker
Teacher (primary school and kindergarten)
High School Teacher of Social Studies
Teacher; Principal (secondary school)
Public School Superintendant
Religious Worder
Trained Nurse
Rehabilitation Counselor
Personnel and Employment Manager
Vocational Counselor

Semi-Professional

Athlete; Sports Instructor
Employment or Personnel Relations

Clerical and Kindred

Library Assistant or Attendant

Personal service

Practical Nurse

9
CLERICAL

Bookkeeper; Cashier
Checker
Clerk (general)
Clerk (general office)
Hotel Clerk
File Clerk
Paymaster; Pay-Roll Clerk; Timekeeper
Post Office Clerk
Mail Carrier
Secretary
Shipping and Receiving Clerk
Stenographer; Typist
Telegraph or Telephone operator

01
OUTDOOR-MECHANICAL

Agricultural, Horticultural, and Kindred

Farmer
Farm Hand

Skilled

Locomotive Engineer
Lineman or Serviceman, Telegraph, Telephone and Power
Gunsmith

02
OUTDOOR-COMPUTATIONAL

Semi-Professional

Surveyor

Clerical and Kindred

Bookkeeper for Ranch

03
OUTDOOR-SCIENTIFIC

Professional

County Agricultural Agent
Teacher, Agriculture (high school)
Veterinarian
Biological Scientist
Forest Ranger
Meteorologist

Semi-Professional

Fish Culturist
Tree Surgeon

Managerial and Official

Plant Quarantine Specialist

Agricultural, Horticultural, and Kindred

Cattle Breeder
Skilled Lineman or Serviceman, Telegraph, Telephone and Power

04
OUTDOOR-PERSUASIVE

Professional

Four-H Agent
Playground Director
Camp Counselor

Service

Travel Guide
Sightseeing Tour Conductor

05
OUTDOOR-ARTISTIC

Professional

Landscape Architect

Semi-Professional

Floral Designer
Taxidermist

Agricultural, Horticultural, and Kindred

Nurseryman

06
OUTDOOR-LITERARY

Professional

Creative Writer

08
OUTDOOR-SOCIAL SERVICE

Professional

Four-H Club Organizer
County Agricultural Agent
Playground Director
Camp Counselor
Teacher, Agriculture (high school)
Public Health Nurse; Visiting Nurse
Athletic Coach; Instructor

Service

Travel Guide
Sightseeing Guide

Agricultural, Horticultural, and Kindred

Farmer

12
MECHANICAL-COMPUTATIONAL

Professional

Electrical Engineer
Industrial Engineer
Mechanical Engineer
Meteorologist

Clerical and Kindred

Bookkeeping Machine Operator
Office Machine Operator (statistical, data, card-punching, sorting, and verifying machine operator)
Clerical Worker

13
MECHANICAL-SCIENTIFIC

Professional

Dentist
Chemical Engineer
Electrical Engineer
Industrial Engineer
Mining Engineer
Geologist (rock and mineral specialist)
Optometrist (specialist in measuring sight)
Osteopathic Physician (specialist in body manipulation techniques for curing illness)

Semi-Professional

Aviator
Laboratory Technician or Assistant
Radio Operator

Managerial and Official

Building or Building Equipment Inspector

Skilled Occupations

Toolmaker; Die Sinker and Setter
Electrician
Optician (maker of eye glasses); Lens Grinder and Polisher
Mechanic; Repairman

14
MECHANICAL-PERSUASIVE

Managerial and Official

Buyer; Department Head (stores) mechanical items
Purchasing Agent: Buyer (items of mechanical nature)
Filling Station Manager
Construction Official
Contractor

15
MECHANICAL ARTISTIC

Professional

Architect
Artist; Sculptor; Teacher of Art
Ceramic Engineer
City-Planning Engineer
Teacher of Home Economics
Occupational Therapist

Semi-Professional

Decorator; Window Dresser
Designer - Industrial Designer, Jewelry and Flatware Designer
Draftsman
Dental Technician
Taxidermist

Skilled, Semi-Skilled and Unskilled

Furrier
Dressmaker; Seamstress; Tailor
Cabinetmaker
General Woodworker (wood carver; shaper; turner)
Upholsterer
Compositor; Typesetter
Electrotyper; Stereotyper
Lithographer
Worker in Printing and Publishing
Worker in Manufacture of Leather Products (other than boots and shoes)
Jeweler; Watchmaker; Goldsmith
Machinist
Toolmaker; Die Sinker and Setter
Welder
Carpenter
Plumber

16
MECHANICAL-LITERARY

Professional

Author; Editor: Reporter

17
MECHANICAL-MUSICAL

Professional

Radio Engineer

18
MECHANICAL-SOCIAL SERVICE

Professional

Professor; Instructor (Mechanical, Civil, Electrical or Industrial Engineering)

Safety Engineer

19
MECHANICAL-CLERICAL

Semi-Professional

Radio Operator

Clerical and Kindred

General Industry Clerk
Stock clerk (mechanical items)
Baggageman (transportation)
Weigher

Skilled Occupations

Compositor; Typesetter
Mechanic; Repairman (office-machine serviceman)

23
COMPUTATIONAL-SCIENTIFIC

Professional

Chemist; Assayer; Metallurgist
Chemical Engineer
Civil Engineer
Electrical Engineer
Industrial Engineer
Mechanical Engineer
High School Teacher of Mathematics
Statistician
Astronomer
Physicist
Seismologist (specialist in studying earthquakes)
Psychometrician (specialist in psychological testing)
Psychologist
Dietitian

Semi-Professional

Weather Observer

24
COMPUTATIONAL-PERSUASIVE

Managerial and Official

Store Manager
Credit Man
Purchasing Agent; Buyer
Office Manager; Chief Clerk
President; Vice-President; Secretary; Treasurer; etc. (banking, finance and insurance organizations)

Clerical and Kindred

Agent; Appraiser
Business Agent, Appraiser

25
COMPUTATIONAL-ARTISTIC

Professional

Civil Engineer

Semi-Professional

Draftsman

26
COMPUTATIONAL-LITERARY

Professional

Author; Editor; Reporter (Financial and technical publications)

27
COMPUTATIONAL-MUSICAL

Clerical and Kindred

Business Agent for Musicians and Musical Concerns

28
COMPUTATIONAL-SOCIAL SERVICE

Professional

Professor or Instructor (Commercial subjects, mathematics)
Statistician (Economic Statistician, Social Service Statistician, Statistical Research Assistant)

29
COMPUTATIONAL-CLERICAL

Professional

Accountant; Audotor
High School Teacher of Commercial Subjects
Statistician

Managerial and Official

Office Manager; Chief Clerk; Manager: Official (banking, finance, and insurance organizations)

Clerical and Kindred

Bookkeeper; Cashier (except bank cashier)
Bookkeeping Machine Operator
Clerk (general office)
Insurance Clerk
Office Machine Operator
Paymaster; Payroll Clerk; Timekeeper
Stock Clerk

34
SCIENTIFIC-PERSUASIVE

Professional

Pharmacist

Sales and Kindred

Salesman (Brokerage and commission firms)
Salesman; Sales Agent (except to consumers); Salesman of Chemicals and Drug Preparations

Protective Service

Policeman; Detective

35
SCIENTIFIC-ARTISTIC

Professional

Dentist
Design Engineer (mechanical)
Airplane Designer
Surgeon
Forest Supervisor

36
SCIENTIFIC-LITERARY

Professional

Author; Editor; Reporter (Writer for Technical Publications)
Surgeon
Psychologist

37
SCIENTIFIC-MUSICAL

Professional

Radio and Sound Engineer

38
SCIENTIFIC-SOCIAL SERVICE

Professional

County Agricultural Agent
Dentist
Public Health Dentist
Physician
Teacher or Sciences, Mathematics (secondary school)
Teacher of the Handicapped
Trained Nurse
Veterinarian
Social Scientist
Clinical Psychologist
Consulting and Guidance Psychologist

Semi-Professional

Dental Hygienist

39
SCIENTIFIC-CLERICAL

Semi-Professional

Technician (except laboratory)
Criminology Expert

45
PERSUASIVE-ARTISTIC

Professional

Cartoonist
Photographer (commercial)

Managerial and Official

Store Manager (flowers, art goods, antuques)

Clerical and Kindred

Receptionist and Information Clerk

Sales and Kindred

Salesperson (decorative household accessories, flor coverings, flowers, jewelry)
Advertising Salesman
Salesman of Art Goods

Skilled

Jeweler; Watchmaker

46
PERSUASIVE-LITERARY

Professional

Author; Editor; Reporter
Journalist
Public Relations Man
Lawyer

Managerial and Official

Advertising Agent

48
PERSUASIVE-SOCIAL SERVICE

Semi-Professional

Announcer; Radio Broadcasting Worker

48
PERSUASIVE-SOCIAL SERVICE

Professional

High School Teacher of Social Studies
Personnel and Employment Manager
Vocational counselor

Semi-Professional

Employment and Personnel Relations Worker

Clerical and Kindred

Personnel Clerk; Personnel Worker (not manager)
Telephone Operator

Sales and Kindred

Insurance Salesman

49
PERSUASIVE-CLERICAL

Managerial and Official

Store Manager
Floorman; Floor Manager (stores)
Purchasing Agent; Buyer
Conductor (railroad)

Clerical and Kindred

Credit Clerk
Collector of Bills

Correspondence Clerk
Telephone Operator
Ticket, station, or Express Agent (transportation)

Sales and Kindred

Salesperson
Salesman; Sales Agent (except to consumers)
Advertising

56
ARTISTIC-LITERARY

Professional

Actor; Actress
Editor

57
ARTISTIC-MUSICAL

Professional

Musician: Teacher of Music
Composer
Arranger

Semi-Professional

Dancer; Chorus Girl

Skilled

Worker in Manufacture of Musical Instruments

58
ARTISTIC-SOCIAL SERVICE

Professional

Home Demonstration Agent
Home economics Expert
Teacher of the Handicapped, Occupational Therapist)

59
ARTISTIC-CLERICAL

Sales and Kindred

Salesperson (art goods)

67
LITERARY-MUSICAL

Professional

Actor; Actress
Music Teacher

Semi-Professional

Broadcasting Worker
Music Commentator

68
LITERARY-SOCIAL SERVICE

Professional

Actor; Actress
Dramatic Coach
Drama Teacher
Author; Editor; Reporter
Free-Lance Writer
Editor, Editorial Writer for Publications
Household Editor
Feature Editor
Clergyman
Social or Welfare Worker
Teacher; Principal (Secondary School) (English Teacher, History Teacher, Language Teacher, Social Studies Teacher)

Clerical and Kindred

Court Reporter

69
LITERARY-CLERICAL

Semi-Professional

Research Worker
Copyright Expert
Law Clerk

Clerical and Kindred

Printing and Publishing Clerk
Editing Clerk
Proofreader
Correspondence Clerk
Library Assistant or Attendant
Secretary
Legal Stenographer

Skilled

Printer; Pressman

78
MUSICAL-SOCIAL SERVICE

Semi-Professional

Dancer; Chorus Girl
Dancing Instructor

79
MUSICAL-CLERICAL

Professional

Music Librarian

Sales and Kindred

Salesperson of Music and Musical Instruments

89
SOCIAL SERVICE-CLERICAL

Semi-Professional

Employment and Personnel Relations Worker
Railroad Conductor

NEW CATEGORIES IN PORTLAND LIBRARY

DATA - COMPUTATION

ASTRONAUTICS

DIVERS AND DIVING

RADIO AND TV INDUSTRY

SMALL BUSINESSES

Name _____

PERSONALITY INVENTORY CHECK LIST

Check the response that best applies to you.

	Yes	No	Some-times
1. I am friendly to all.			
2. I avoid showing anger.			
3. I have good posture.			
4. I walk correctly.			
5. I avoid worrying about myself.			
6. I look others in the eye.			
7. I avoid pretending I'm something I'm not.			
8. I feel sure of myself.			
9. I keep calm when things go wrong.			
10. I avoid nervous ways of behaving.			
11. I can take honest criticism without fighting back.			
12. My voice has a pleasing pitch and volume.			
13. I speak clearly.			
14. I use good grammar.			
15. I avoid using bad language.			
16. I talk about interesting subjects.			
17. I avoid talking about myself too much.			
18. I am a good listener.			
19. I avoid telling shady stories.			
20. I am courteous.			
21. I avoid hurting other peoples' feelings.			
22. I see some good in everybody.			
23. I can tell how other people are feeling and thinking.			
24. I avoid gossiping about other people.			
25. I am usually in a happy mood.			
26. I look at the funny side of my problems.			
27. I laugh at jokes told on me or played on me.			
28. I avoid loud, howling laughter.			
29. I avoid worrying over things I can't change.			
30. I admit my own faults.			
31. I like people.			
32. I go out of my way to be kind.			
33. I remember names and faces.			
34. I am at ease when I'm with important people.			
35. I avoid chewing gum in public.			
36. I cooperate with people I live with and work with.			
37. I am patient.			
38. I am enthusiastic about my activities.			
39. I accept the ways of my friends.			
40. I am well liked.			
41. I get along well with the opposite sex.			
42. I have many friends of my own sex.			
43. My weight is standard for my height and build.			
44. I feel healthy.			
45. I get enough sleep.			
46. I eat three well-balanced meals a day.			
47. I have lots of energy.			
48. I am alert.			
49. I dress attractively.			
50. My fingernails get good care.			
51. I avoid "loud" colors of makeup.			
52. My hair is clean and brushed in a becoming style.			
53. My skin is clean.			

	Yes	No	Some-times
54. My clothes are clean.			
55. I keep busy with interesting activities.			
56. I enjoy the out-of-doors.			
57. I am enthusiastic about sports.			
58. I enjoy music.			
59. I appreciate art.			
60. I like to read.			
61. I like to learn new things.			
62. I avoid becoming discouraged when I make a mistake.			
63. I am reliable at all times.			
64. I am loyal to my friends.			
65. I am honest.			
66. I am prompt.			
67. I finish the jobs and projects I start.			
68. I am ambitious.			
69. I find things to do without being told.			
70. I am sympathetic and try to understand others' problems.			

(Acknowledgement: Hattie Marie Marsh, Building Your Personality, Prentice-Hall, 1947.)

FACTS ABOUT A FIELD OF WORK

The questions marked with an * require a written answer. The other questions will be used in discussion sessions.

QUESTIONS	waiter & waitress	Job #1	Job #2
YOUR QUALIFICATIONS AND THE JOB			
1. What special abilities does the job call for	Being able to work with people		
*2. What education or training does the job call for?	A few weeks on the job training		
3. How many years (after high school) will it take?	No training beyond H.S. required.		
4. Can you get the training or schooling needed in your own town? Within your own state?	Yes. Wherever employed		
*5. Will you need a special license or certificate?	None required		
6. Will you be expected to join a union?	No		
7. Which personality traits are most helpful for the job?	Pleasant personality. Tact.		
WHAT THE JOB OFFERS YOU			
*8. Does the job call for you to make use of your special qualities? (Talents and Abilities)	Yes, I can meet people easily.		
9. Will the job give you personal satisfaction?	No, I like more challenge		
*10. What is the salary?	75¢ to 1.75 an hour.		
11. Would you be provided with sick benefits, retirement, regular vacations and other extra advantages? (hospitalization)	Generally, no extra benefits.		
*12. Are there opportunities for travel or study in this job?	No. Neither is part of the job.		
*13. Are the chances for promotion good?	Some chance to become head waiter.		

QUESTIONS	Waiter & Waitress	Job #1	Job #2
WORKING CONDITIONS			
14. Will experience on this job help you to get a better job later?	Yes. I can develop good work habits.		
15. Will the job require you to meet the public?	Yes		
16. Will you be working by yourself?	No. I will be working with others.		
17. Will you be doing mostly physical work that requires little thought?	Yes, Mostly serving food		
18. Will the work be physically tiring	Yes, will be on feet.		
*19. Is the work routine or does it change from time to time?	Mostly routine		
20. Would you be required to make important decisions?	No. Decisions made by head waiter		
*21. Will you be working chiefly indoors?	Yes		
*22. Will the work involve any hazards or dangers to your health or safety?	Not normally		
23. Is the work area noisy, dirty, or undesirable?	Not in a good eating place.		
*24. Will your hours of work be regular?	Yes, Generally.		
25. Will you have to be out of town or away from home much of the time?	No		
26. What special advantages does this job offer?	Chance to meet people		
ABOUT THE FIELD OF WORK:			
*27. What are the opportunities for your sex in this field?	Girls good. Boys not so good. Keen competition for the better jobs.		
28. Are jobs available in your community?	Yes, Bloomington has many.		
*29. Do jobs in this field have periods of lay-offs or reduced hours?	Lay-offs are few in Bloomington		
30. Is there a large turnover in this job?	Less turnover in better places.		
31. Are there demands for workers in this area during periods of peace as well as during war?	Yes, if economy good there are jobs.		
*32. Will the job have a future- a steady or increasing demand for workers in this occupation?	No, for various reasons people leave the field.		

UNIT II

ECONOMICS AND THE CONSUMER

UNIT II ECONOMICS AND THE CONSUMER

Problem: Why are consumer economics and consumer education important?

Activities

Define basic terms: Economics, consumers, taxes, consumer education, credit, insurance, investments, and social security.

Discuss the importance of being a wise consumer.

List things we must know to be wise consumers and pitfalls which should be avoided and discuss.

Problem: How can we get the most out of our income through budgeting?

Activities

Read pamphlet materials on budgeting and discuss.

Learn about the steps necessary in budget making and study representative budgets.

Develop the budget which you as a student are operating under today.

Develop a projected budget for a married 25 year old man with two children and an income of $6,500.

Be sure students can:
Select goals
Revise a budget
Make a budget work

Materials

Teacher resource: Money Management Institute of Household Finance Corporation, Your Guide for Teaching Money Management.

Problem: What must we know in order to buy wisely?

Activities

Using consumer education periodicals and by checking in stores have students learn to judge quality and evaluate some specific product for purchase - television sets, specific foods, kitchen appliances, automobiles, etc. Have student or group reports to be given to class on findings.

Have a student employed in a grocery store compare prices, quality, and quantity of a given product in terms of brands offered for sale.

UNIT II ECONOMICS AND THE CONSUMER

Problem: Why are consumer economics and consumer education important?

Activities

Define basic terms: Economics, consumers, taxes, consumer education, credit, insurance, investments, and social security.

Discuss the importance of being a wise consumer.

List things we must know to be wise consumers and pitfalls which should be avoided and discuss.

Problem: How can we get the most out of our income through budgeting?

Activities

Read pamphlet materials on budgeting and discuss.

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Develop the budget which you as a student are operating under today.

Develop a projected budget for a married 25 year old man with two children and an income of $6,500.

Be sure students can:
Select goals
Revise a budget
Make a budget work

Materials

Teacher resource: Money Management Institute of Household Finance Corporation, Your Guide for Teaching Money Management.

Problem: What must we know in order to buy wisely?

Activities

Using consumer education periodicals and by checking in stores have students learn to judge quality and evaluate some specific product for purchase - television sets, specific foods, kitchen appliances, automobiles, etc. Have student or group reports to be given to class on findings.

Have a student employed in a grocery store compare prices, quality, and quantity of a given product in terms of brands offered for sale.

Bring in newspaper and magazine ads and analyze them in terms of how the appeal is made. What does the ad actually tell you about the product, if anything?

Discuss the value of advertising from the viewpoint of the seller, the buyer, the media.

List the hazards to be avoided in advertising.

Have students debate the value of advertising. Resolved - Most advertising is economically valuable and helps to reduce the cost of living.

Read case studies on consumer protection at end of unit and discuss.

Learn about Ralph Nader and other individuals, private and governmental organizations working for consumer protection.

Materials

Teacher references: Dunwiddie, Problem of Democracy, Chapter 10
Ammer, Readings and Cases in Economics, Part 7

Student materials: Periodicals
"Consumer's Bulletin"
"Consumer's Report"
"Changing Times"

Problem: What should we be aware of when we buy on credit or borrow money?

Activities

Identify the kinds of consumer credit available to people.

Read about and discuss the rising use of consumer credit.

Have interested individuals or groups graph the rise in consumer credit.

Have individuals or groups make cartoons on consumer credit and its problems.

Have small groups do research on the kinds of credit and have them report back to the class on how credit charges are figured. Identify advantages and disadvantages of the various kinds of credit.

Types of consumer credit - Single payment loans
- Charge accounts and service charges
- Revolving credit plans
- Installment credit
- Bank financing
- Loan companies
- Pawnshops

Lecture - Interest charges under various types of credit
(See Dunwiddie, Ammer, Wilson and Eyster)

Identify steps necessary in building a good credit rating.

Question: Why do we need a good credit rating?

Question: When should we use credit?

Teacher materials: Dunwiddie, Problems of Democracy, Chapter 10
Ammer, Readings and Cases in Economics, Part VII, Case 55 Truth in Lending.
Wilson and Eyster, Consumer Economic Problems, Chapters 18-19

Student materials: National Foundation for Consumer Credit, Using our Credit Intelligently.
Commercial Credit Company, Using Installment Credit.
Paul A. Amidon, Credit, Money, Banking.

Problem: What should we look for in deciding where to place our savings?

Activities

Resource person or field trip: Have representatives from savings and loan associations and banks talk to the students about the advantages and disadvantages of each or take a field trip to a bank and a savings and loan association.

Assemble representative examples of brochures produced by banks and savings and loan companies and compare policies.

Have students balance an imaginary checking account with problems posed by the teacher (See Wilson and Eyster, Page 340).

Teacher materials: Wilson and Eyster, Consumer Economic Problems, Chapter 17

Study materials: Using Bank Services

Problem: What types of insurance would best meet our needs?

Activities

Lecture on the history, nature, and types of insurance coverage. Possible resource person (Mr. Provost, Minnesota Insurance Information Center Fe9-9273.)

Read in pamphlet materials about types of insurance.

Divide the class into committees and do research using pamplet and library materials on the various types of insurance and their advantages and disadvantages. Have committees report back to the class and discuss.

Types of Insurance for research - Life
- Straight life
- Limited payment
- Endowment
- Annuities
- Term
- Real and personal property protection
- Health and Disability
- Automobile

Teacher references: Institute of Life Insurance, 488 Madison Avenue, New York 22, New York

"Catalog of Teaching aids on Life and Health Insurance and Money Management"
"Handbook of Life Insurance"
"Life Insurance Fact Book"
"Tips for Teaching Life and Health Insurance"
"Decade of Decision"
"Source Book of Health Data"
"Books, A List of Current Health"
"Insurance Books"
"A Teachers Guide to Sharing the Risk"
"Teachers Manual for The Mathematics of Life Insurance"

Student materials: Institute of Life Insurance, 488 Madison Avenue, New York 22, New York

"Policies for Protection"
"Sharing the Risk"
"Moderns Make Money Behave"
"A Date with your Future"
"Blueprint for Tomorrow"
"The Mathematics of Life Insurance"

Insurance Information Institute, 110 William St., New York 38, New York

"A Family Guide to Property and Liability Insurance"

Problem: What benefits will we derive from social security?

Activities

Have students pose questions about social security and use available materials for research on the questions. (Note: Some questions are given in Wilson and Eyster, Chapter 29).

Discuss the various aspects of social security: disability, unemployment insurance, retirement, survivors insurance, medicare.

Teacher materials: U.S. Department of Health, Education, and Welfare, Free Social Security Teaching Aids
Wilson and Eyster, Consumer Economic Problems, Chapter 29

Student materials: Free materials available from district office of the Social Security administration.

Problem: What are the advantages and disadvantages of home ownerships?

Activities

Have students identify the advantages and disadvantages of home ownership.

Pose questions to be answered if a person is to know whether he should buy a home or not.

Have students bring in the real estate sections of the newspaper and analyze ads as to considerations in buying a home.

If possible, have a resource person speak on the advantages and disadvantages of home ownership as opposed to rental. Suggestions - Real estate agent or assessor's office personnel.

Have students find out about financing the purchase of home and the legal problems in home ownership through research or interviews with resource people from real estate agencies, banks, and savings and loan associations.

Question: Can real estate be thought of as an investment?

Teacher materials: Wilson and Eyster, Consumer Economic Problems, Chapters 30, 31, 32

Student materials: Real estate sections of newspapers

Problem: Who should and should not buy stocks, bonds, and mutual funds?

Activities

Film on the stock market.

Lecture on stocks, bonds, and mutual funds.

General Terminology
- Stocks
  - Common and preferred
  - Stock market reports
  - Stock exchanges
  - Stock clubs

Bonds
  Federal
  Municipal
  Corporate
Mutual funds

Nature of stocks, bonds, and mutual funds.

Reasons for investment in relation to the economic cycle.

Differences, advantages and disadvantages of stocks, bonds, and mutual funds.

Study stock market listings in the daily paper.

Have students do research using You and the Investment World and other pamphlet materials.

Resource person - Stock broker to answer questions.

Long Term Project: Have students invest $10,000 in three stocks to begin with and have the option to buy and sell at any time throughout the remainder of the school year. Teacher to be the broker and charge brokerage fees.

At conclusion of Consumer Economics unit have students re-do their budget for comparison's sake.

Teacher materials: New York Stock Exchange, Portfolio of Teaching Aids to Accompany You and the Investment World.
Wilson and Eyster, Consumer Economic Problems, Chapter 25
Merrill, Lynch, Pierce, Fenner, and Smith, This is Merrill, Lynch, Pierce, Fenner, and Smith
Dun and Bradstreet, 99 Church Street, New York 8, New York, Elements of the Dun and Bradstreet Report.

Student resources: New York Stock Exchange, You and the Investment World.
Merrill, Lynch, Pierce, Fenner, and Smith
Louis Engel, How to Buy Stocks
How to Invest in Stocks and Bonds
Two Dozen Clues for the Doctor's Successful Investments
What Everybody Ought to Know about this Stock and Bond Business
Standard and Poor's Stock Summary
Dividends Paid 25 years or More
Questions and Answers about the Stock Market
How to Read a Financial Report
101 Growth Stocks
The Electric Utilities

Library materials:

CONSUMER ECONOMICS		
339.4	Arnold, Pauline	Money: Make It, Spend It, Save It, 1962.
339.4	Bigelow, Howard	Family Finance, 1952.
332.7	Fram, E.	What You Should Know About Small Business Credit and Balance, 1966.
339.4	Gordon, Leland	Economics for Consumers, 1961.
339.4	Hoyt, Elizabeth	American Income and Its Use, 1954.
339.4	Juster, E. Thomas	Consumer Expectations, Plans and Purchases, 1959.
339.41	Lasser, Jacob	Managing Your Money, 1961.
339.4	Packard, Vance	The Waste Makers, 1960.
339.4	Patton, Price	Money in Your Pocket, 1959.
339.4	Porter, Sylvia	How to Get More for Your Money, 1961.
339.4	Williams, Fred	Consumer Economics, 1959.

DUPLICATED RESOURCES

FOR

UNIT II

INSURANCE GLOSSARY

ACCIDENT: An unforeseen, unintended event

ACTUAL CASH VALUE: Usually the cost of replacing or restoring property to its condition immediately preceding a loss

ACTUARY: A person trained in mathematics whose job is to apply the theory of probability to the business of insurance, and to advise in situations involving questions of probability

ADJUSTER: Usually one who represents the insurer in settling claims with insureds or with third-party claimants

AGENT: Representative of the insurer in negotiating, servicing or effecting insurance contracts; he may be an independent contractor or an employee

APPLICATION: A statement made and signed by the prospective insured and giving information on the basis of which the insurer determines the acceptability of the risk, the contract to by drawn, and the premium. When required, often made a part of the contract

ATTRACTIVE NUISANCE: A dangerous place or instrumentality attractive to children, the owner of which has the legal duty of taking unusual care to guard them from it

BENEFICIARY: Person named in insurance contract to receive all or a part of the benefits provided by it.

BENEFITS: Amounts to be paid by the insurer under an insurance contract

BINDER: A temporary insurance contract pending execution of the policy contract. Except for specified differences, the terms of the binder are by implication those of the contract which is intended to replace it

BURGLARY: Taking of property by persons making entry by force. There must be visible marks upon the exterior of premises

CANCELLATION: Termination of an insurance contract before the end of the policy period by insured, or insurer, usually in accordance with provisions in the contract.

CASUALTY INSURANCE: A class of insurance made up of a variety of sub-classes, principally concerned with insurance against loss due to legal liability to third persons

CATASTROPHE: An event which causes a loss of extraordinarily large amount

CLAIM: (1) A demand for payment under an insurance contract or bond
(2) The estimated or actual amount of a loss

CLAIMANT: One who makes a claim

COMPREHENSIVE INSURANCE: Insurance that covers, under one insuring agreement, all hazards within the general scope of the contract, except those specifically excluded. Sometimes, insurance under one policy, against a variety of named perils

DISABILITY, TOTAL: (1) Inability to perform any of the duties of one's occupation
(2) Inability to perform the duties of any occupation for wage or profit
(3) A condition resulting in complete loss of earning power

ENDORSEMENT: An amendment in writing (including print or stamping) added to and made a part of the insurance contract

ENDOWMENT INSURANCE: Life insurance under which the insured or beneficiary receives the proceeds of the policy if the insured survives a specified period, the beneficiary receiving the proceeds if the insured dies within the period

EXTENDED COVERAGE: Extension of fire insurance to cover loss caused by windstorm, hail, explosion, riot, riot attending a strike, civil commotion, aircraft, vehicles and smoke

FINANCIAL-RESPONSIBILITY LAW: A law requiring an operator or owner of a motor vehicle to give evidence of financial ability to meet claims for damages in order to be licensed to drive a motor vehicle or to have his vehicle registered

GROUP INSURANCE: Insurance covering a group of persons, usually employees of a single employer, under one contract for the benefit of the members of the group. The kind of insurance is indicated in the name of each type of group insurance, as group life insurance, group annuity, group accident and health insurance

HAZARD: (1) A condition, operation, activity, material or combination of these, that creates or increases probability of loss
(2) Chance of occurrence of an event

HOMEOWNER'S POLICY: A package type of insurance for the homeowner that includes fire and extended coverage, theft and personal liability coverages in a single policy

INSURABLE INTEREST: Any interest that may suffer loss by a peril that may be insured against.

INSURANCE COMMISSIONER: A public official charged with enforcement of the insurance law of a state or other jurisdiction

INSURED: The party to the insurance contract to whom or on behalf of whom the insurer agrees to pay losses or benefits

INSURER: The party to the insurance contract who promises to pay losses or render service

LIABILITY: (1) An obligation, usually financial
(2) The probable cost of meeting an obligation

LIABILITY INSURANCE: Insurance against loss due to liability; covers both damages and expenses connected with alleged or actual liability

LIABILITY INSURANCE, BODILY INJURY: Insurance against loss due to claims for damages because of bodily injury (including death) to persons not employees

LIABILITY INSURANCE, PROPERTY DAMAGE: Insurance against loss due to claims for damages because of injury to other's property

LIFE INSURANCE: Insurance providing for payment of a specified amount on the insured's death either to his estate or to a designated beneficiary

LIFE INSURANCE, ORDINARY: Whole life insurance written under a contract providing for periodic payment of premiums as long as the insured lives.

LIFE INSURANCE, TERM: Life insurance providing for payment of benefits if the insured dies within a specified period, usually of one or more years

LOSS: (1) Injury or damage sustained by an insured
(2) The amount for which the insurer becomes liable on occurrence of the event insured against

MORTALITY TABLE: A table showing the probable death rate at each age, frequently in a form showing how many persons, starting with a given number at a given age, will probably die during each succeeding year

MORTGAGEE CLAUSE: A clause in an insurance contract making the proceeds payable to a named mortgagee, as his interest may appear, and stating the terms of the contract between the insurer and the mortgagee

PERSONAL PROPERTY FLOATER: A contract affording insurance against loss to personal property wherever located

PREMISES: Particular location or portion thereof as defined by the policy contract

PREMIUM: The amount charged for insurance

RIOT AND CIVIL COMMOTION INSURANCE: Insurance against loss due to the violent and tumultuous action of three or more persons

RISK: (1) The subject of insurance, whether a person or thing
(2) Chance of Loss

ROBBERY: The unlawful taking of property by violence, force or intimidation

BASIS OF CALCULATION OF THE DOW-JONES AVERAGES

The Dow-Jones securities averages include four stock averages, six bond averages and one composed of yields on a group of bonds. The stock averages include one comprising 30 industrial common stocks, one comprising 20 railroad common stocks, one for 15 utility common stocks, and a "composite" average including all of the 65 just mentioned.

The purpose of the averages is to give a general rather than precise idea of the fluctuations in the securities markets and to reflect the historical continuity of security price movements.

Dow Jones & Company publishes and sells for $2.50 a wall chart (19" x 21") depicting monthly movements of the Dow Jones stock averages over the past 50 years. This chart also carries a graph showing daily average stock trading by months.

Industrial Average

Dow Jones & Company began the publication of daily average closing prices of active industrial stocks on January 2, 1897. Twelve stocks were used until 1916, when the list was increased to 30, where it has remained since, although substitutions have been made among the components from time to time.

Originally, the method of computation was simply this: When there were 12 stocks, the prices of the 12 were added together, and the total was divided by 12. When there were 20, their sum was divided by 20.

However, when some corporations whose stocks were in the list began splitting up their shares, this system would have produced distortions if adjustments had not been made. Here is an over-simplified example: Assume three stocks, selling at $5, $10, and $15. There average price is $10. Now the $15 stock is split three for one, which would make the new shares sell at $5. The day this happens the market goes up, with the $5 stock closing at $6, the $10 one at $11, and thesplit stock at $6. Add up the three, and the total is 23 which, divided by 3 as before, would give an average of only $7.67 - down sharply from the preceding day's average of $10 in spite of the fact the market actually went up.

The method used at first to obviate this distortion was to multiply the price of each split share by the amount of the split. In the example just given, the $6 price of the split stock would be multiplied by 3 before adding it to the other prices. The total of the three stocks then would be 35 which, divided by 3, would give an average of $11.67, fully reflecting the market's rise from the average of $10 the day before.

In 1928 a new method was adopted. Again illustrating with our example from above, here is how the method works:

The evening before the split takes place, after the average has been worked out for publication the same way as on preceding days, a theoretical calculation is made. The same stocks' prices are added up, but with the stock that is about to be split included as if the split had already taken place.

In the simplified example, that would mean adding 5, 10, and one-third of 15. Then this total, or 20, is divided by the actual average already calculated, which in this case was 10 (5 plus 10 plus 15 divided by 3.) The result, in this example the figure 2, is the new divisor to be used in calculating the average beginning the next day.

On that next day, when the stocks close at 6, 11 and 6, their total of 23 is divided by the new divisor of 2, giving an average of 11.5, which gives reflection to the market's rise. This divisor is then used daily until another split or large stock dividend takes place, or until it becomes necessary-as sometimes happens-to substitute a new stock for one of the existing components.

Such substitutions are made when a stock becomes too inactive, or when its movements, because of an extremely low price, become so small as to have little effect on the average, or when for some other reason a stock ceases to be representative of a substantial sector of American industry. When a substitution is made, the divisor is adjusted, just as when a split occurs. The same method of adjusting the divisor was used likewise in 1928, when the number of components in the Industrial Average was changed to 30 from 20. The divisor is not changed if the stock split, stock dividend or substitution causes a distortion of less than five points in the industrial average.

Each day's change in each stock average is published by Dow Jones & Co., and in The Wall Street Journal, not only in points, but also in percentages. The purpose of doing this is to stress the fact that the use of a divisor other than 30 does not in any way affect the percentage change as long as the divisor remains the same. In the example used above, when the total of the three prices moves from 20 to 23, while the divisor remains at 2, the percentage gain in the average is 15 per cent, and the per cent gain in the total, from 20 to 23, is likewise 15 per cent. Thus the published percentage figure reflects more accurately than any other just how the market for the 30 stocks moves from day to day. (There is a distortion in the percent movement on a day when the divisor must be changed, but the distortion is slight.)

When a component of the average does not sell on any day, its last previous closing price is used.

The current divisor will be found every day in The Wall Street Journal, under the tables on the next-to-last page giving the statistics of the average.

Railroad Average

The Dow-Jones railroad average likewise was begun January 2, 1897. Originally, quotations of stocks on the New York Stock Exchange were all in percentage of par value, which made no difference in the cases of stocks whose par was $100. But it did make a difference in the cases of the Pennsylvania, Reading and Lehigh Valley railroads, whose stocks were $50 par. For instance, if the Pennsylvania stock was bought at $40, it was quoted at "80" on the Exchange. When on October 13, 1915, the Exchange shifted to the present method of quoting in dollars, the average had to be calculated by multiplying the prices of such shares by 2 in order not to break the continuity of the figures.

On March 7, 1928, the list of rails was increased to 20 from 12 and the use of a divisor of 20 became possible without breading continuity. But on August 8, 1930, Chesapeake & Ohio stock was split four for one and since then the rails'

divisor has had to be adjusted from time to time in the same manner as that of the industrial average. The divisor is not changed if the stock split, stock dividend or substitution causes a distortion of less than two points in the railroad average.

Public Utility Average

The Dow-Jones utility average was started in late 1929, and was then worked back for the whole year. The original list consisted of 20 representative stocks. In figuring the average for the period prior to July 1, 1929, it was necessary to adjust the divisor, since quotations on Commonwealth & Southern and Niagra Hudson Power, which were in the July 1 list, were not available earlier. The total of the 18 available stocks was thus divided by 19.55 for the period May 27 to July 1. This divisor was determined by the same method as is used in computing the divisor for the industrial average. Prior to May 27, other divisors were used to compensate for various split-ups in the stocks. Five stocks were dropped from the list on June 2, 1938, and in subsequent years certain operating companies were substituted for holding companies. At present the average is based on 15 stocks. The divisor is not changed if the stock split, stock dividend or substitution causes a distortion of less than two points in the utility average.

65 Stock Average

This average was begun November 9, 1933 as a simple arithmetical average of the 70 stocks comprising the Dow-Jones industrial, railroad and utility averages. It became a 65-stock average when 5 stocks were dropped from the utility average on June 2, 1938. No adjustments were made for substitutions in the 65-stock average until May, 1945, since when its divisor has been adjusted whenever the divisor of any of the three component averages has been adjusted.

40 Bond Average

The Dow-Jones bond averages were started in 1915. The 40 bond average represents the combined averages of 10 higher grade railroad bonds, 10 second grade railroad bonds, 10 public utility bonds, and 10 industrial bonds. In computing the bond averages, a simple arithmetic average of closing prices for each group is obtained. These four groups are then averaged to get the final average of the 40 bonds.

Railroad Income Bond Average

This average was started on January 2, 1947, to replace a former average of defaulted railroad bonds. It consists of income bonds of ten important railroad systems.

Municipal Bond Yield Average

Each Monday The Wall Street Journal publishes an average of yields on state and local municipal bonds. This average is calculated in an unusual way because of a problem peculiar to such high-grade securities. The yields on these obligations vary not only with the condition of the market for long-term credit, but also with the number of years before they will be paid off.

The variations by years, however, are uniform on any given date. For instance, if a ten-year bond of Detriot sells to yield 2.60 per cent and a 20-year bond of the same city yields 2.75 per cent, a similar relationship will hold for bonds of the same maturities for any other well regarded state or city. Therefore, an

ideal average of municipal bond yields would be one composed entirely of bonds maturing the same number of years hence-say twenty years off. However, bonds actually are issued on many varying dates with many varying maturities, and obviously it is not possible to obtain a list of 20 bonds, each representing a different borrower, and all maturing twenty years hence.

To solve this problem The Wall Street Journal simply obtains each week, from the most reputable dealers in non-Federal governmental securities, a set of twenty calculated figures, which are what the bonds of twenty state and city governments would yield if they all matured twenty years hence. These calculated figures are completely dependable, since they are arrived at by adding, or subtracting, the necessary number of percentage points to or from actual yields of actual bonds of the same local governments.

Once the individual yields are obtained, they are averaged simply by adding them together and dividing their total by 20.

LIST OF STOCKS AND BONDS USED IN COMPUTING

THE VARIOUS DOW-JONES AVERAGES

30 Industrial Stocks

Allied Chemical	General Electric	Sears Roebuck
Aluminum Co. (Amer.)	General Foods	St'd Oil of Cal.
American Can	General Motors	St'd Oil of N. J.
Am. Tel. & Tel.	Goodyear	Swift
Am. Tobacco	Int. Harvester	Texaco
Anaconda	Inter. Nickel	Union Carbide
Bethlehem Steel	Intl. Paper	United Aircraft
Chrysler	Johns Manville	U.S. Steel
Du Pont	Owens Ill. Glass	Westinghouse Elec.
Eastman Kodak	Procter & Gamble	Woolworth

20 Railroad Stocks

Atchison	Del. & Hudson	N. Y., C. & St. L.
Atl. Coast Line	Erie--Lackawanna	Norfold & Western
Baltimore & Ohio	Great North'n	Pennsylvania
Canadian Pacific	Illinois Central Industries	Southern Pacific
Ches. & Ohio	Kansas City Southern Industries	Southern R'way
Chi. & Northwestern	Louis. & Nash.	Union Pacific
Chic. R. I. & Pac.	N.Y. Central	

15 Utility Stocks

Amer. Elec. Power	Consol. Nat. Gas	Panhandle E.P.L.
Cleveland E. Illum.	Detroit Edison	Peoples Gas
Columbia Gas Sys.	Houston Ltg. & Pow.	Philadelphia Elec.
Com'wealth Edison	Niagra Mohawk Pt.	Pub. Ser. E. & Gas Co.
Consol. Edison	Pacific Gas & El.	Sou. Cal. Edison

40 Bonds

10 Higher Grade Rails

Atchison gen.	4s	'95	Norfolk & Western	4s	'96
Ches. & Ohio "D"	3 1/2s	'96	Northern Pacific	4s	'97
Gt. Northern	3 1/8s	2000	St. Louis S.W. R.R.	4s	'89
L'ville & Nashville	2 7/8s	2000	Southern Railway	5s	'94
N. Y. Central 1st	3 1/2s	'97	Virginian RWY.	3s	'95

10 Second Grade Rails

Atl. Coast L	4s	'80	Pitts., Cin.,Chi.&St.L	5s	'75
Minneap. & St. L.	6s	'85	Nor Pac rf & imp A	4s	2047
Chicago Gt West	4s	'88	St L S Fr	4s	'97
Chi Mil St. P P	4s	'94	So Pac Oreg Lines 1st	4 1/2s	'77
Mo Pac	4 1/4	'05	Wabash	3 1/4s	'71

10 Public Utilities

Am T&T deb.	2 3/4s	75	N. Y. Tel.	4 1/2s	91
Central N.Y. Pwt.	3s	74	Ohio Edison Co. 1st	3s	74
Com'l'th Edison 1st mag	3s	77	Pacific Gas & Elec.	3s	70
Consumers Power	2 7/8s	75	Philadelphia Elec.	2 3/4s	74
Kansas City Pr & Lt	2 3/4s	76	Virginia Elec. & Pwr Ser E	2 3/4s	75

10 Industrials

Beth Steel cons	2 3/4s	70	National Dairy	2 3/4s	70
Dow Chemical	4.35s	88	Pittsburgh Plate Glass	3s	67
Gen'l Motors Acceptance	4 1/2s	85	Shell Union Oil	2 1/2s	71
Nat'l Cash Reg.	4 3/8s	87	Socony Mobil	4 1/4s	93
Inland Steel	3.20s	82	St Oil N J	2 3/4s	74

Income Railroad Bonds

Chi & East Ill	5s	97	Erie Railroad	4 1/2s	2015
Chi Gt Western	4 1/2s	2038	Gulf Mobile & Ohio	5s	2015
Chi Ind & Lville	4 1/2s	2003	Lehigh Valley Set F	5s	2003
Chi Mil St P & P	4 1/2s	2019	St Louis-San Fran	4 1/2s	2022
Denver & R G West	4 1/2s	2018	Wabash R R	4 1/4s	91

Municipal Bond Yield Average

Minneapolis	4s	Illinois	4s
Milwaukee	4 1/2s	North Carolina	4 1/2s
Buffalo	3.90s	New York City	4s
Pittsburgh	4 1/2s	New York State	4s
Boston	4s	Seattle	4 1/2s
St. Louis	4 1/4s	Los Angeles	4 1/4s
Philadelphia	4 1/4s	California	4s
Kansas City	4s	New Orleans	4 1/2s
Missouri	4s	Detroit	4 1/2s
Chicago	4s	Cleveland	4s

UNIT III

AMERICAN VALUES AND CURRENT WORLD ISSUES

UNIT III AMERICAN VALUES AND CURRENT WORLD ISSUES

For students with learning difficulities, political science concepts will be presented through the study of current issues as they are found in the news media: Magazines, newspapers, T.V., and radio. Political concepts will be made relevant to current events and will be used to develop understanding of American government and values in relationship to the rest of the world.

Problem: How can we learn to think critically as we study the ideas of politics?

Activities

Have students bring in various newspapers and analyze in terms of departments--news, editorial, feature, entertainment, etc.

Discuss Propaganda in terms of:

Propaganda devices and techniques
- Name calling
- Glittering generalities
- Transfer
- Card stacking
- Others

Discovery of propaganda
- Recognition of propaganda
- Places found
- Uses

Have students find specific examples of the types of propaganda using various newspapers, (be sure to include the Bloomington Sun), other periodicals and materials (Embassy kits, advertisements and commercials, etc.)

Show the movie on the making of a newspaper which is available from the Minneapolis Star and Tribune. Discuss case study on a company pressuring a newspaper because of their editorial policy (See Dunwiddie, page 42).

Compare a single news story as it is treated by various newspapers and periodicals. Evaluate the articles as to objectivity and balance of presentation.

Teacher Materials

Dunwiddie, Problems of Democracy, chapter 2.

Student Materials

Various Newspapers
- Time
- Newsweek
- U.S. News and World Report
- Senior Scholastic

Embassy Kits--especially:
U.S.S.R.
Egypt
Istael

Problem: What is meant by politics, the political process, and government?

Activities

Read chapter 1 in Comparative Political Systems and discuss so as to be able to define politics, the political process, and to understand the establishment of governments.

Student Materials

Fentor, Comparative Political Systems, Chapter 1

Problem: What is the American political system?

Activities

Read chapter 3 in Comparative Political Systems and discuss the political institutions and ideology of the United States.

Other readings--see Bruntz, Mussatti.

Discuss the meaning of:
Political leadership
Democratic political system
American ideology
Federalism
Checks and balances
Rights of the individual

Show IMC films on the American political system and discuss. Study the legislative, executive, and judicial process in the United States through use of films, filmstrips, games, and simulations.

Read and discuss the case study on majority rule in the Senate in Dunwiddie.

Instructional Materials

Fentor, Comparative Political Systems, Chapter 3.
Bruntz, American Government, chapters 1-3.
Mussatti, The Constitution of the United States.

Sound Filmstrips - Guidance Associates'
"The People's Choice" (Electoral College)
"Portrait of a Freshman Congressman"

Films - IMC

F3044 "Washington: City of the World"
F9009 "The Congress"
F9055 "The President"
F4116 "Justice Under Law"
F9062 "The Supreme Court"

Kits - IMC

K9108 4H Game of Democracy

Problem: How does the American political system compare with a totalitarian state? (Soviet Union, China, etc.)

Activities

Read chapter 4 in Comparative Political Systems and other materials on totalitarianism and discuss.

Have students bring in current materials from newspapers and magazines showing how various governments operate. Have students write a short paper comparing the governments of the U.S. and U.S.S.R. or with either of these two countries and another.

Materials

Films
"Twenty-Four Hours in Tyrant Land" - U.S. Savings Bond film

Problem: What are our traditional American values?

Activities

Question: Do we need to know what our values are?
Have students brainstorm to identify the traditional American values.

Show films on American values.

Have students identify the values to be found in the historical documents of our nation and discuss.

English background
Magna Carta
English Bill of Rights - 1689
Colonial experience and self-rule
Declaration of Independence
Articles of Confederation
Constitution

Instructional Materials

Bruntz, Bremer, American Government, chapter 2.

Mussatti, The Constitution of the United States. (Excellent source on the historical development of our Constitutional system.

Landis, Sociology, chapters 20-21 should be of some value.

Problem: How successful have we been in achieving our values and constitutional guarantees?

Activities

Discuss our nation's ideals so students have them clearly in mind.

Have students select an area from the rights and liberties given below for study and begin to collect relevant articles and editorials related to these rights for discussion and reporting.

Topics:
- Religion
- Speech
- Press
- Assembly
- Equal opportunity
  - Housing
  - Education
  - Employment
  - Right to counsel

Discuss the Supreme Court in terms of rights and liberties under Chief Justice Warren and how the court may change under Chief Justice Burger.

Read in chapters 13 and 15 of Comparative Political Systems about our rights and liberties and discuss.

Films - IMC

F3045	"Bill of Rights"
F4048	"Day in the Night of Jonathan Mole"
F9016	"Equality Under Law: The Lost Generation of Prince Edward County." Also: The Gideon Case, The Feiner Case.

Films - Rental

"The Constitution and Censorship," University of Minnesota

Problem: Why must individuals become involved in the political process?

Activities

Discuss the need for "grass roots" involvement in politics.

Develop a student vocabulary for political involvement at the "grass roots level."

Show films on citizenship and involvement in government.

Do research on the present political structure and ideals as related to present day issues. Investigate issues and possible solutions as advocated by liberals, conservatives, radicals, etc.

Work with students to help them develop a personal political philosophy relevant to the present situation.

Have students write a paper which describes their personal political views.

Instructional Materials

Bruntz, Bremer, American Government. Unit II, chapters 4-7.

Films - free
"Who Cares" - Hughes Aircraft Corporation
"Why Politics?" - Republic Steel Corporation

Films - Rental
"The Constitution and the Right to Vote" - Indiana University

UNIT IV

PROBLEMS OF MINORITY GROUPS

UNIT IV PROBLEMS OF MINORITY GROUPS

Problem: What is a minority group?

Activities

Have the class read in Landis to define "minority group" and identify several such groups. Discuss.

Have each student quickly define "minority group" on a sheet of paper. Collect them and in going through them in class together reach a definition.

Although the chief focus of this unit will probably be on Negro-White relations, have some members of the class or all of the class investigate other minority group problems in this country, make a presentation of their findings to the class and have the class compare the situation faced by these minority group members and that faced by the Negroes.

Use this tolerance scale to register student reactions to the statements: (1) agree strongly, (2) agree more or less, (3) not sure, (4) disagree for the most part, (5) disagree strongly.

1. The Negro should get some rights, but he has to be kept in his place.
2. In spite of all talk about being equal, we might as well admit that migrant workers are generally inferior to other people.
3. It would be a mistake for our school to hire a Negro teacher, for he would not feel welcome in our community.
4. Not all rumors and stories about racial and religious minorities are true, but unfortunately too many are true.
5. It is common knowledge that most Jewish businessmen are sly and deceitful.
6. I would be more than a little upset if a Negro family moved in next door to us.
7. Indians have made headway in recent years, but they are not ready for the same responsibilities as white people.
8. Most people of Irish descent are quick-tempered and have a tendency to fight.
9. Many Puerto Ricans coming into the United States have low moral standards; they are a menace in our large cities.
10. Our immigration standards should be tightened to keep out undesirable minorities.

Instructional Materials

Landis, Sociology, pp 386-393.
Teacher Resource:
Dunwiddie, Problems of Democracy, pp 164-171.

Problem: What are the problems that minority groups face?

Activities

Read in Landis pp 395-400 to identify problems.

Show the slide and tape series of the Negro in America. Have buzz groups define problems they saw, or do as a class. (Dan Conrad's slide-tape.)

Use tape of Louis Lomax and discuss the problems presented. Also a tape by John Griffin is available.

Use current news articles to stimulate discussion about the problems in our own area.

Discuss recent events to illustrate growing demands for equal rights and to show increased importance of minority problems.

Show film "A Day in the Night of Jonathan Mole." Have buzz groups or entire class use material from the film to define minority group or to use incidents to show problems to society. Other films for possible showing: "Harvest of Shame" - IMC, "Walk in My Shoes" - U of M, "Superfluous People"- U of M.

Students could make their own bulletin board or picture presentation of the problems of minority groups. The topics could be more defined such as housing, education, etc.

Students could collect material from various mass media to illustrate the problems of minority groups.

Use of speakers to relate the problems of their minority group, from their perspective.

Have pupils look at current tables on unemployment among Negroes as compared to White people, average incomes among Negroes and Whites, average incomes among Negroes and Whites of similar educational background, and perceptions of Negroes about their economic opportunities. Compare these tables with similar tables for the early 1960's. Discuss: What has happened to economic opportunity among the Negroes? Does it make any difference whether we are talking about different educational levels among Negroes?

Teacher resources

For tables and additional suggestions for teacher resources see the regular grade 12 sociology guide.

Invite a representative of a local human rights commission or a representative of a minority group in the local area to tell the class about kinds of social discrimination which he thinks still exist in the city or state.

Problem: What is prejudice?

Activities

Students could read a novel or biography to gain understanding of the real feelings of members of minority groups.

Read about prejudice in Landis pp 96-97, 394-405, 138-153.

Read "The Roots of Prejudice" in the January 11, 1968 issue of Senior Scholastic.

Individual or group collection of news articles that illustrate prejudice. Discuss in class; try to discover reason for the prejudice. What person or organization is responsible for the article? What are they trying to accomplish and why?

Interview minority family that has moved into area to see what prejudice they have encountered, or interview a social worker or person involved with the problems of prejudice in local community. Report back to class the findings.

Use films to show prejudice and discrimination.

"No Hiding Place" U of M
"All The Way Home" U of M
"A Time for Burning" U of Illinois

Exchange visit with minority area schools.

Use some reading of biographical fiction materials dealing with minority groups to help pupils identify with minority group members in order to better understand their feelings. Point out the need for such understanding if pupils are to understand the actions of protest movements. Although pupils read biographies and fiction dealing with discrimination in the unit on intergroup relations in the seventh grade, they can now read much more adult materials and more current books.

Problem: What is discrimination and how does prejudice lead to racial discrimination?

Read about racism and discrimination in periodicals. Example: "How Whites Feel About Negroes--A Painful American Dilemma," Newsweek, October 21, 1963.

To assure that students understand race: Read in Landis, pp 14-27. Show the films "The Color of Man" and "Boundary Lines" and discuss. Have students read pamphlet "The Races of Man" by Ruth Benedict or other articles on race.

Teacher Resource

Dunwiddie, Problems of Democracy, pp 175-177.

Activities

Hold a general class discussion on the question: What do you think may be the cause of prejudice and discrimination against minority groups in this country?

Discuss what discrimination is.
Have students list and explain in writing three forms of discrimination.

List one way a person might be affected by practicing prejudice and discrimination.

Set up a debate on the topic: "Resolved, The Caucasian Race is Superior to the Negroid Race." Buzz groups or class reactions to which material was most conclusive and why?

Problem: How can we get rid of prejudice and discrimination?

Activities

Ask: What kinds of things have minority groups, and particularly Negros in this country, done to try to get equality? List all of the actions and movements of which pupils are aware at this time. Then identify some of the major movements and have the class investigate these further.

Read in Landis, pp 400-402, to find out how we can end discrimination.

Lectures on recent legislation and Supreme Court decisions affecting civil rights.

Questions: Can legislation and Supreme Court action solve the problem of discrimination? Why have northern communities faced rioting and racial violence?

Have pupils study (through articles, books, or films) some of the riots which have taken place since they last studied minority group problems in this country. For example, they could study such riots as those at Watts in 1966, in Detroit in 1967, and in Chicago and Washington and Baltimore in 1968 (immediately after the assassination of Martin Luther King.)

Have students read about and report to the class on civil rights leaders and what they stand for.

Examples:
Martin Luther King
Malcom X
Stokely Carmichael
Roy Wilkins

Have a reource person speak on "Black Power" and what it means. Discuss.

List some ways by which we may get rid of our prejudices and discuss. (Check students' list against Landis, p 401.)

Duplicated Resources for Unit on Problems of Minorities
(See guide--Modern Problems--Sociology Units)

What Would You Do Test
Sensitivity Survey
Stereotypes and Cliches
Intermarriage - And The Race Problem
Minnesota Assures Equal Opportunity in Employment
Pre-Employment Inquiry Guide in Minnesota
Minnesota Assures Equal Opportunity in Housing
Minnesota Assures Equal Opportunity in Public Accomodations
The Minnesota Record - Progress in Civil Rights (1957-1965)
Minority Groups in Minnesota
Directory of Minnesota Human Relations Organizations and Agencies

Transparency Masters for Unit

Relative Status of Negroes and Whites
Unemployment - Real and Hidden
O.E.O. Projects
Racial Crisis: A Program for Action
Basic Causes of the Negro Rioting
"Only One Door"

UNIT V

FAMILY LIFE

UNIT V FAMILY LIFE

See grade twelve unit in the regular Family Life Guide.

Note: Since the present Family Life Guide will undergo thorough revision during the school year 1969-1970 and since the family life unit for students with learning difficulties should be a modification of the regular program, it is thought that definition of the learning difficulties program should be delayed.

UNIT VI

THE GOOD LIFE

UNIT VI THE GOOD LIFE

Problem: What is "The good life?"

Brainstorming session to identify aspects of living which are the ingredients of "the good life."

Possible topics

1. Personal maturity
2. Mental health
3. Physical well-being
4. Recreation and leisure time
5. Economic security
6. Vocational satisfaction
7. Educational fulfillment
8. Religion and ethical ideals

General discussion of the ingredients to a "good life."

Show film which shows life as it might be in the next thirty years or beyond and discuss what the future may be like. Television programs and readings may also be identified so as to help students project themselves into the future.

Have students select one or more of the above topics for special research which the students feel to be most relevant to their future happiness.

Personal maturity
Read in Landis, chapters 11 and 13.
Read in Thal-Halcombe, pages 17-20, 31-41.
See individual titles in Public Affairs Pamphlet Series.
Use Guidance Associates sound filmstrip on values and discuss.

Teacher Resource

Dunwiddie, Chapter 3.

Mental health
Read in Landis, chapter 13 and pages 423-425.
Read in Thal-Halcombe, chapter 2.
Show film on mental health available from the state of Minnesota.
See titles in Public Affairs Pamphlet
Series on Mental Health
Film - free
"How Are You?" - Department of Public Welfare

Teacher Resource

Dunwiddie, Chapter 3.

Physical Well-Being

Read in Landis, Chapter 32.
Have various groups do research on effects of drugs, alcohol, and tobacco.
Read Public Affairs pamphlet, "What Can We Do About Drug Abuse,"
Other pamphlets are on alcohol and tobacco.
Additional readings on drug abuse are available in the regular grade 12 sociology guide

Show IMC film, "Narcotics--Why Not?" F2009 and discuss.
Discuss the importance of physical well-being to happiness.

Recreation and Leisure Time

Define leisure.

Define enjoyment.

Discuss the various ways wise use of leisure time can lead to "the good life."
Have discussion or reports on hobbies of individual class members.
Make a student-led survey of use of leisure time by the members of the class.

Teacher Resource

Dunwiddie, Chapter 7.

Economic Security

Read in Landis, Chapter 28.
Have students review aspects of the consumer education unit--budgeting, investments, insurance, use of credit, etc.

Complete the investments project begun earlier in the year.

Vocational Satisfaction

Re-evaluate plans identified during the vocations unit and discuss possible modifications.

Educational Fulfillment

Read in Landis, chapter 33.
Student-teacher conference on progress toward educational planning.
Possible further planning for post high school education and training.

Teacher Resource

Dunwiddie, pages 99-109.

Religion and Ethical Ideals

Read in Landis, chapter 34.
Discuss the role of religion and ethics in "the good life." Use case studies in Landis, page 459.